

Standards of proficiency for Registered Nurses

Standards for education and training

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Standards and proficiencies: the journey 2016-2018

2016

- Professor Dame Jill Macleod Clarke appointed as senior nurse expert advisor
- Scoping and evidence, including pre-consultation engagement and subject matter expert inputs

2017

- Drafting
- Consultation

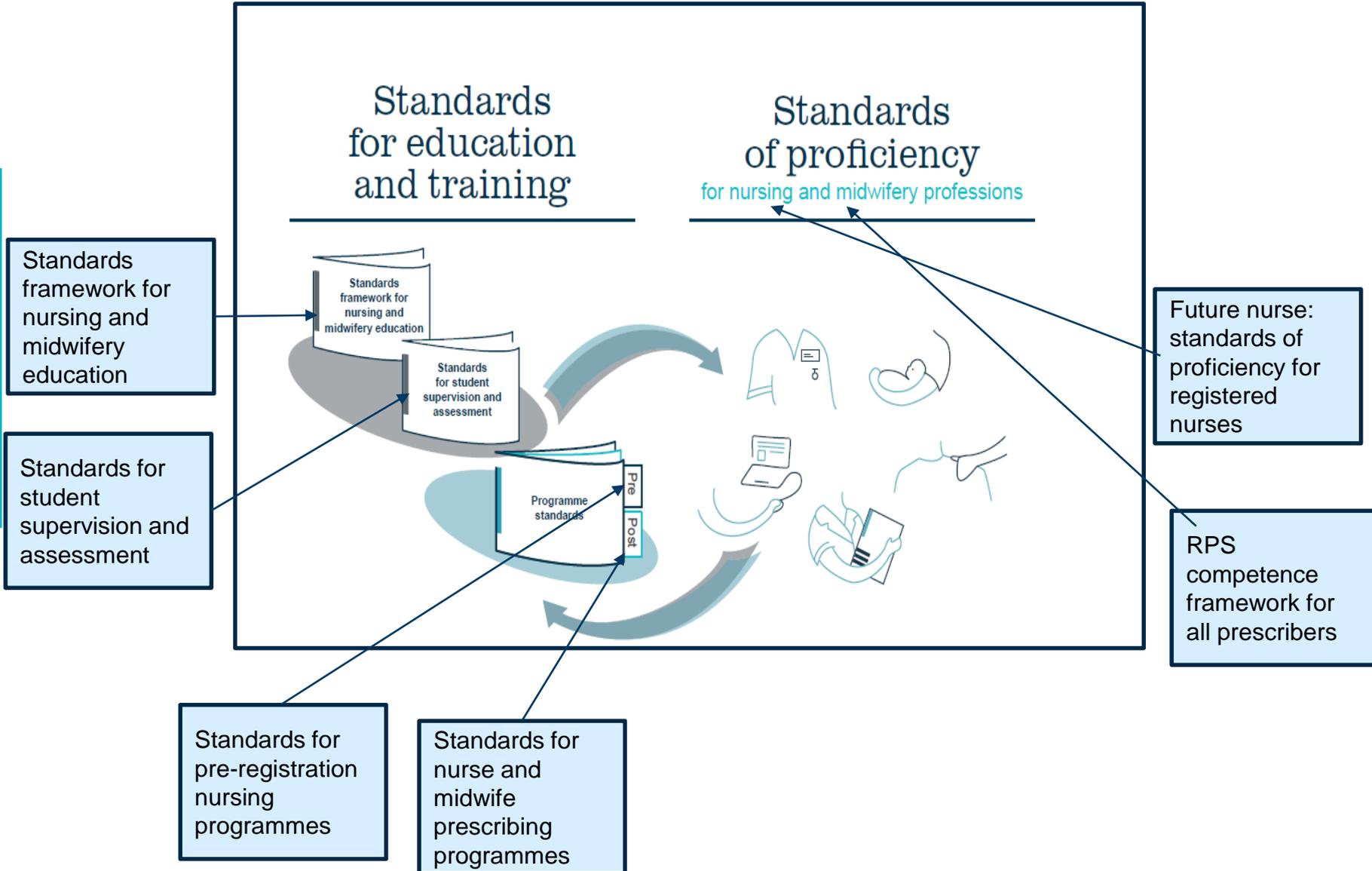
2018

- Completion of Post-consultation assimilation
- March: Council approval
- May: Launch event

Objectives.....

- Raise the ambition for nursing and midwifery, for patient benefit
- Maximise the quality of nursing and midwifery education and training
- Ensure that regulation is fit for purpose, and not a barrier to individual and service development

The new picture

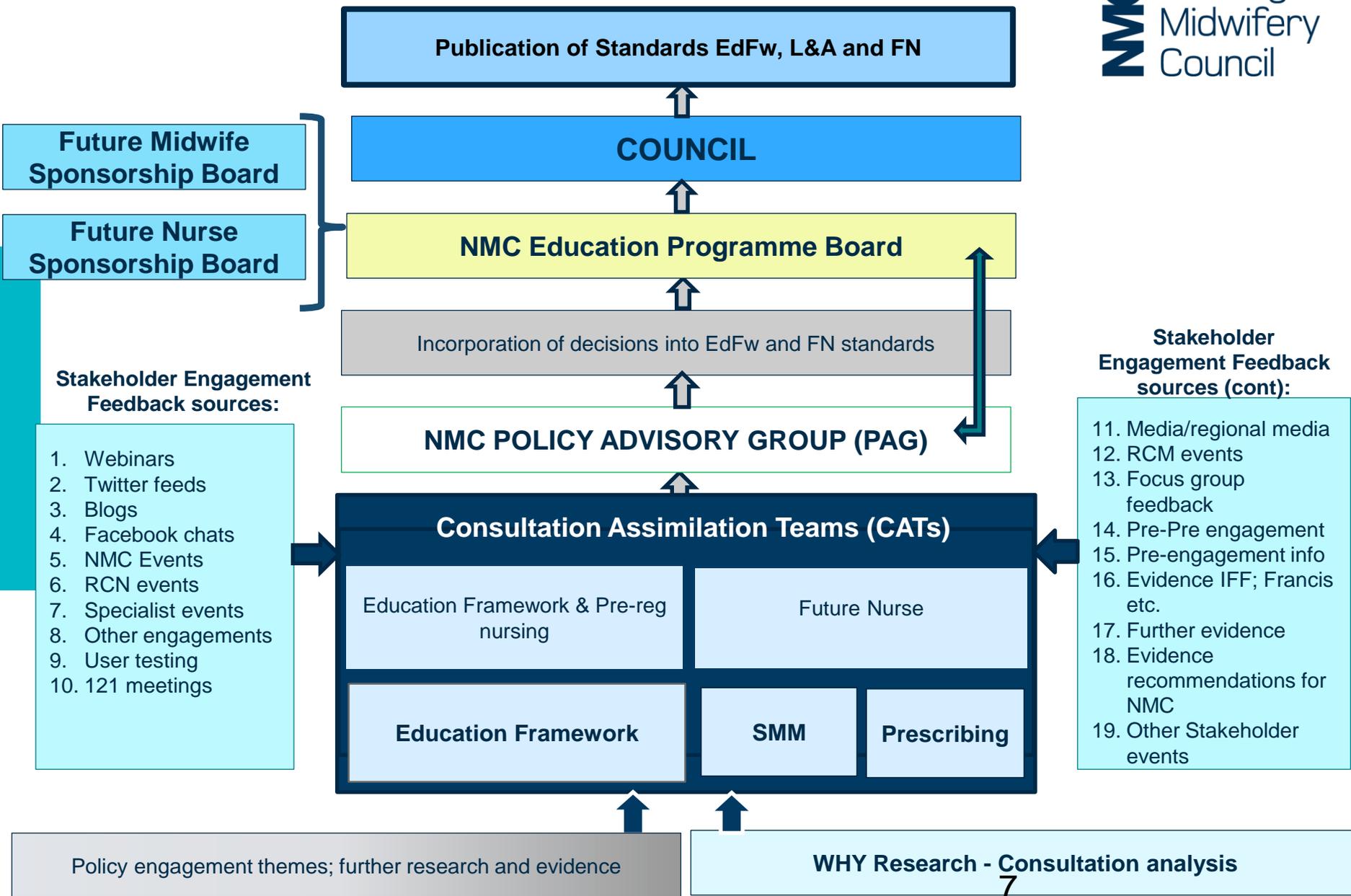


Post Consultation Activity: Governance and Decision Making

Post consultation process was a systematic review of:

- Views and opinions from all sources obtained
- **Largely positive**
- Evidence and stakeholder views
- Legal requirements
- Agreement that we had honoured our original objectives

Consultation governance process



Outputs:

- **New/changed standards:** A different approach
- **Refinements:** Strengthening or improving wording
- **Clarifications:** Changes in explanation or wording
 - All evidenced by a decision pack (consultation responses, research, feedback and legal information)

From consultation to Council Standards and proficiencies

All standards and proficiencies					
	Consultation standards	proposed standards	New/changed standards	refined/strengthened standards	no amendments made
Future nurse	88	100	8	78	14
Standards framework	74	79	9	52	18
Student assessment	29	64	38	26	0
Nursing programmes	27	46	17	25	4
Prescribing programmes	26	38	9	19	10
Total	244	327	81	200	46

Examples of refined/ strengthened/new standards

Nursing proficiencies

- Public health platform: new standards and strengthened
- Challenging discriminatory behaviour, record keeping and professional self-awareness
- Person-centred care: more emphasis
- Managerial and leadership role of the newly registered nurse clarified
- Clarity on four fields and annexes

Education Standards

- Stronger wording on our commitment to equality and diversity
- Clarity on our expectations of service user involvement in nursing and midwifery education and training

Principles for our new standards for student supervision and assessment

Benefits:

- Separate supervision and assessment roles
 - Increase consistency in assessment judgments
 - Avoid “failing to fail”
- Improve interprofessional working
- Enhance joint working between AEI’s and practice
- Supporting students becomes everyone’s responsibility (as enshrined in The Code)
- Everyone will have an input to assessment

Standards for Learning and Assessment in Practice

Support for:

- Flexibility and scope for innovation
- Inter-professional supervision
- Separating supervision from formal assessments
- Two assessor roles
- Provision of supporting information

Concerns about:

- Confusion, difficulty in interpretation
- Potential for inconsistency
- Removal of NMC approved programme
- Implementation

Outcome

Position maintained on:

The new model “Standards for Supervision and Assessment in Practice”

Key Refinements

- Better articulation of the new model – tested with stakeholders
 - New sections on practice learning and principles of student supervision
 - Reinforcing our regulatory expectations from all nurses and midwives being able to supervise students in practice
 - Practice assessor role for a placement or series of placements in line with local polices
- Clear standards on preparation for three proposed roles (practice supervisor, practice assessor and academic assessor) assurance will be sought through QA of education activity

New Quality Assurance of Education Framework

2019 - new model vs existing model

Activity	Number 2016/2017	Impact of New Model
Institutional approval	1	None
Programme approvals	5	Fewer visits due to risk based approach
Programme reapprovals	90	None
Annual monitoring visits, extraordinary reviews and follow ups	17 +	Fewer visits due to risk based approach

New model: additional activity in introducing thematic review, and scrutiny of new providers

Proposed timeline

- Standards launch scheduled for May 2018
- Planning assumption that **approval** of new programmes, including NA programmes will be in the academic year September 2018-2019
- We are seeking agreement for universities to be given **until** September 2020 to begin programmes using the new standards
- The new QA framework will be fully implemented from September 2019

(NB a decision to explore options on a student survey has been agreed but is unlikely to be before 2020)

Uncertainty: approval volumes 2018-2019

- Up to 536 programmes routes require approval
- NA approval activity – not originally included (unknown: estimated 65)
- Now Council have agreed that the last date for universities to begin the new programme is September 2020, we have asked AEI's what their intentions are

Thank you and any
questions

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