

# NMC: Future Education Standards

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- What's new at the NMC
- Future Nurse
  - Why change and why now?
  - Hot Topics
- Future Midwife

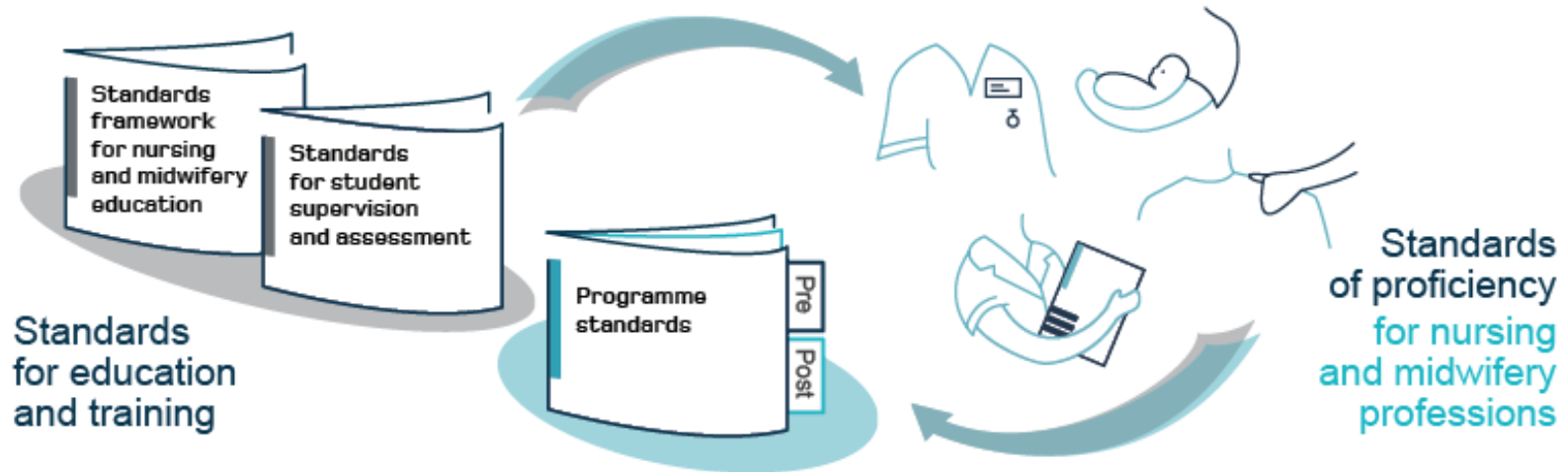
# What's new at the NMC?

- New approach to fitness to practice
- Consultation open on pre-registration midwifery standards
- Consultation on Return to Practice recently closed
- New model of educational quality assurance
- Currently approving programmes to deliver pre-reg nursing and prescribing under the new standards
- Started gathering evidence in relation to Specialist Community and Public Health Nursing and other specialist qualifications
- Changes to overseas registration process
- First full cycle of revalidation completed
- English Nursing Associate register is now open
- New Chief Executive: Andrea Sutcliffe

# New Educational Standards



## Structure of the new standards



# Some BIG changes

- New proficiencies: (not just dusting off the old ones)
- New educational standards: including a change in approach to learning and assessment and QA
- Outcome focus

# WHY??



# Healthcare now

- “Medicine used to be simple, ineffective and safe.
- Now its complex, effective and dangerous”

(Professor Sir Cyril Chantler)



# Effects

- More treatments – more effective:
  - People living longer, increasing care needs of extreme old age and frailty
- Patients with multiple pathologies cared for in many settings
  - More knowledge and skills required across the 4 fields
- Care is more complex
  - Staff require more knowledge and skills
- More dangerous – higher risk
  - More litigation, scrutiny, risk awareness/aversion
- Plus a rise in lifestyle related diseases

# Renewing the educational standards

- Important to retain professional identities – this is still about being a nurse
- Person centered care and compassion remain a cornerstone
- Not just education technicalities, about creating the Nurse of the Future
  - standards more ambitious. Making the “top of license practice” an expectation of all nurses
- Some post registration knowledge and skills move into the pre-registration phase
  - more advanced assessment skills, preparation for prescribing
- Expectations of competence in practical skills and procedures more explicit
- Nursing registration is divided into 4 fields
  - the new standards require more knowledge across the whole life course, and in all settings (acute care, mental health, and learning disability, hospital, third sector, home)
- More emphasis on accountability, leadership, political awareness

# Future nurse proficiencies



# Hot topics - Placements!

## Four fields of practice:

- exposure rather than traditional “placements”.
- greater knowledge and skills to meet the proficiencies in each of the four fields will still apply.
- Think outside the box!

## Supervision in an environment that does not have any ‘practice supervisors’ or registered people

- Non-registered professionals: depends on the learning objectives, the experience and skills of the professional, what oversight there is, and the environment where learning is taking place
- Supervision by a teacher in a LD School is acceptable provided their practice supervisor(s), practice assessor, or any other suitable person has “oversight” of the learning within that placement.

# More hot topics - Skills!

## Practice Assessment Document

- More consistent across universities and placement providers
- Generic core, with field specific adaptations

## Skills and procedures annexes:

- expectation that skills proficiency should be demonstrated in the registrants chosen field of practice.
- expected that skills should preferably be demonstrated in a practice setting, but by exception in simulation (like CPR)
- skills annexes are to ensure that students have had exposure and have demonstrated proficiency at least once.
- some skills will require repetition and practice during training to develop real autonomy
- “How do we know someone is proficient”

# Enabling delegation: Redefined “supernumerary status”

- Students must be supported to learn without being counted as part of the staffing
- Placements should enable students to learn, not merely to observe
- Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight in order to prepare them for practice and build confidence
- The level of supervision a student needs is based on the professional judgement of their supervisors
- Students can add real value to care

They aren't in the numbers.....

They are in the team

# Impact of the new standards on all registrants

- Awareness of the new roles for supervision and assessment
- Supporting/Supervising students becomes everyone's responsibility (as enshrined in The Code)
- Awareness and review of the standards of proficiency in keeping with your/their scope of practice
- Planning your/their CPD accordingly in preparation for revalidation

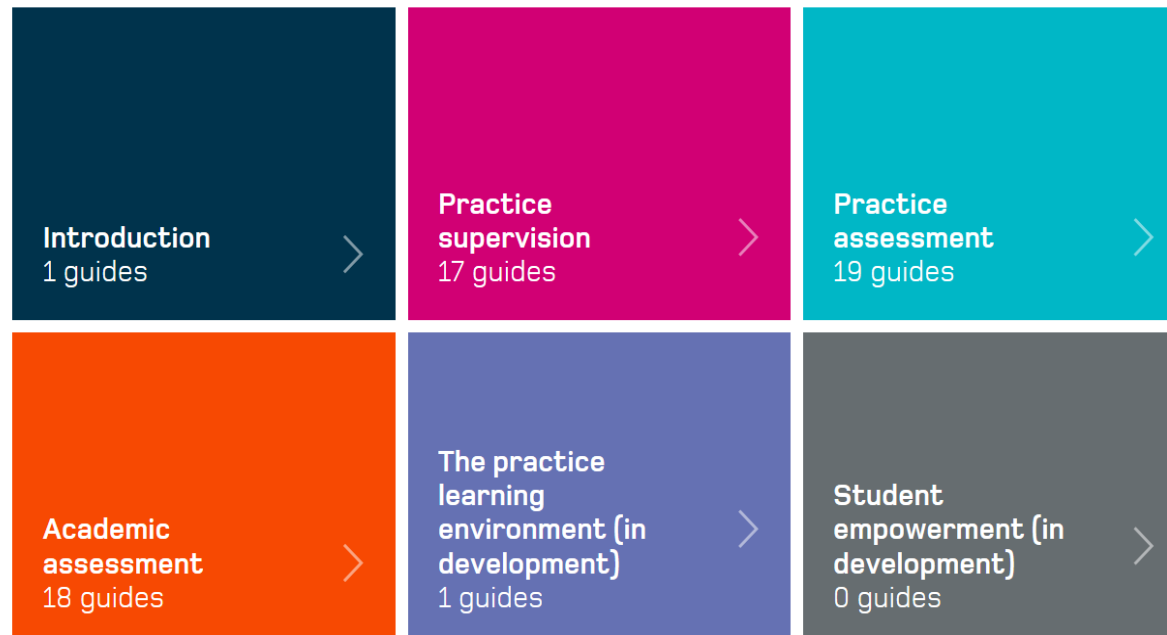
# Implementation activities:

- Support for and engagement with the four country Implementation Boards
- Supporting information
- Webinars (supervision & assessment; QA)
- Implementation events
- Local engagement (invite us – we'll come)
- Supporting development of a national PAD
- Internal impact assessment and awareness training



# Supporting information

These pages contain the supporting information for all our new standards relating to student supervision and assessment. We'll regularly update this information. We've staggered the publication of the information so that some of it is available as soon as possible, which we hope will help with the implementation of the new standards.

A grid of six colored boxes, each representing a category of supporting information. Each box contains the category name and the number of guides, with a right-pointing chevron icon. The boxes are arranged in two rows of three. The colors of the boxes are: dark blue, magenta, teal, orange, purple, and grey.

<b>Introduction</b> 1 guides	<b>Practice supervision</b> 17 guides	<b>Practice assessment</b> 19 guides
<b>Academic assessment</b> 18 guides	<b>The practice learning environment (in development)</b> 1 guides	<b>Student empowerment (in development)</b> 0 guides

<https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment>

# Timescale

In NI, the new nursing programmes will begin in 2020

We start approving the pre-registration programmes this year

Including approval of new practice supervision and assessment requirements – are you ready?

- Working in partnership with University
- Who will your assessors be?
- Do clinical areas know about the new arrangements?
- Lots of freedom – could shoehorn current arrangements into the new model ....but this won't realize the benefits



# Background

Previous standards: 2009

Since then:

- Demographic, Social, Population changes
- Complexity
- Changing needs of women
- Changing workforce
- High profile failings
- Client dissatisfaction regarding post natal care
- Increased evidence on the impact of midwifery care

Renewed maternity strategies in each of the four countries reflecting the above

# Previous standards less explicit about:

- postnatal care
- public health and health promotion
- enabling women's decisions
- mental health
- managing caseloads/continuity
- Interprofessional working

# Project Structure

- Professor Mary Renfrew appointed to lead the work
- Established a thought leadership group with wide representation
- Commissioned a review of evidence
- Midwifery Panel oversight on behalf of Council

# The future midwife – informed by external engagement

- Thought Leadership Group – regular meetings, discussion, challenge (and thank you to the NI members)
- Engagement +++ with
  - women and families
  - experienced and new midwives, students, educators, researchers, managers, policy makers, multidisciplinary colleagues....
  - advocacy groups and individual advocates
  - professional organisations and groups
- 600++ people in all 4 UK countries participated directly so far – now at the stage of open public consultation

# Alignment between.....

- Evidence
- Four country strategies
- Report findings
- Stakeholder views



# Future Nurse and Future Midwife standards

## Different structure

- bespoke to midwifery, for midwives to recognise and own

## Generic proficiencies are expressed in the same way

- eg. Candour, record keeping

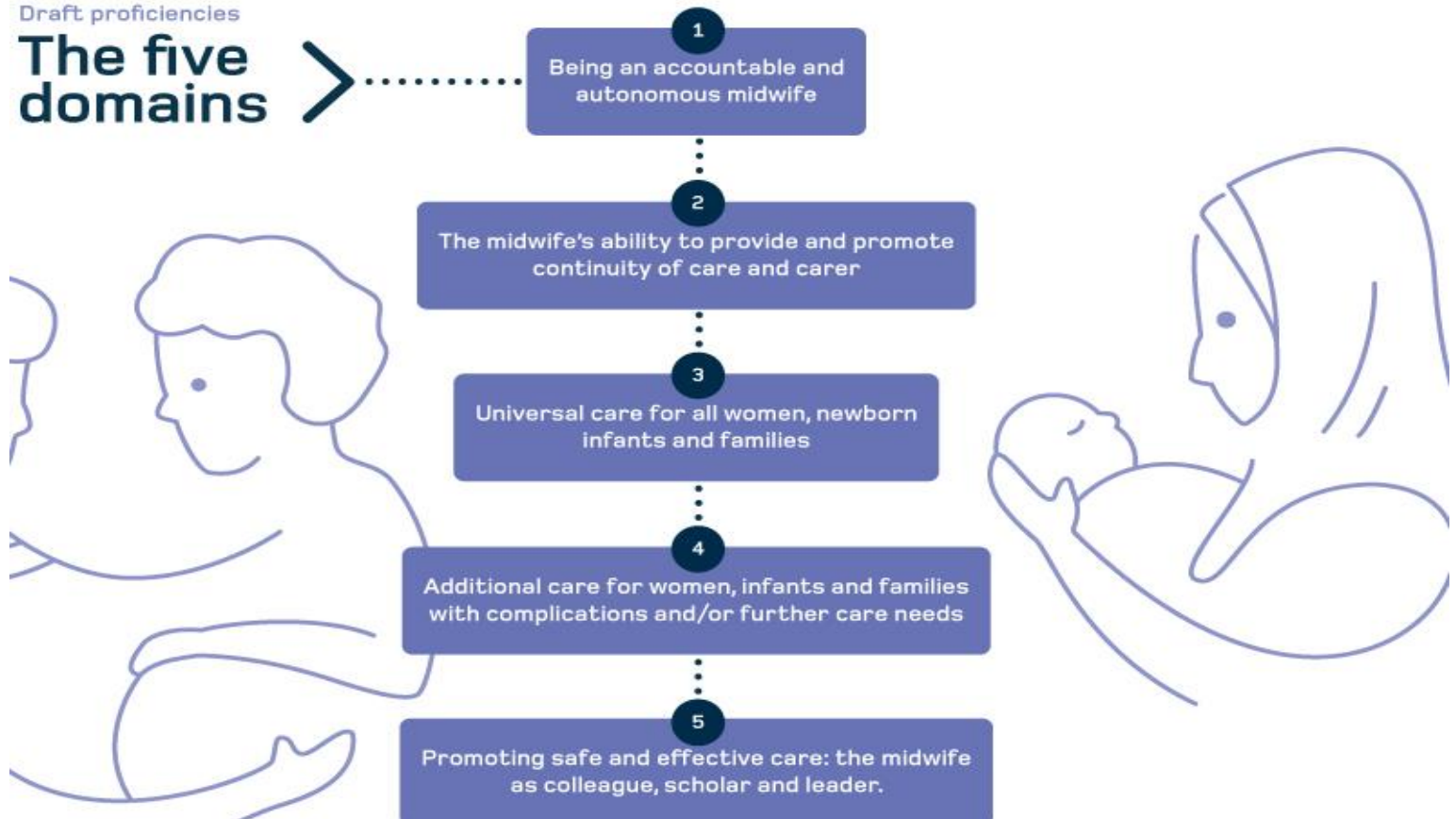
## Fundamental differences in the nature of the standards

- Nursing – broader scope across all 4 fields, but less depth in each
- Midwifery – narrower scope, but greater depth (no other nationally agreed mandatory standards)

# The Future midwife

Draft proficiencies

## The five domains



# The draft proficiencies – “Golden Threads”

1. Being an accountable and autonomous midwife
2. The midwife's ability to provide and promote continuity of care and carer
3. Universal care for all women, newborns infants, and families
  - The midwife as a provider of public health and health promotion
  - The midwife's role in assessment, screening, and care planning
  - The midwife's role in optimising normal processes and preventing complications
4. Additional care for women, infants and families with complications and/or further care needs
  - The midwife's role in first line assessment and management
  - The midwife's role in caring for and supporting women, newborn infants, and families requiring medical, obstetric, neonatal and other services
5. Promoting safe and effective care: the midwife as colleague, scholar and leader
  - The midwife working with others to promote safe and effective care
  - Promoting safe and effective care through developing knowledge, positive role modelling and leadership

# Public consultation (12 weeks) 12 February – 9 May 2019

- Four versions of online survey:
  - Midwives
  - Women/Service users
  - Other health and social care professionals
  - Easy read
  - Events organised across the four countries-  
for face-to-face input and discussion
  - Twitter chats and webinars – open to all

## What can you do?

- respond to the online survey, as individual or group
- tell other people about the survey
- encourage participation

**For further information:**

<http://www.nmc.org.uk/future-midwife>

## Let's get social

Please get involved in the discussion using:



**#futuremidwife**

Twitter: @nmcnews

Email: [futuremidwife@nmc-uk.org](mailto:futuremidwife@nmc-uk.org)

Invite others to sign up via our website:  
[www.nmc.org.uk/futuremidwife](http://www.nmc.org.uk/futuremidwife)

**Thank you**  
**Any questions?**

