

Future Nurse Future Midwife

Future Midwife Implementation Meeting

HSC Clinical Education Centre

Clady Villa, Knockbracken Healthcare Park, Belfast.

11th June 2019

Opening Remarks

Meeting Co-Chairs: Karen Murray and
Heather Finlay

Agenda



9:15 Tea Coffee on arrival

9:30 Opening remarks

Meeting Co-Chairs: Karen Murray and Heather Finlay

9:45 NMC Education Standards & Update on Future Midwife Proficiencies Consultation

Anne Trotter, Assistant Director, NMC

10:30 Over view - FNFM NI Implementation

Frances Cannon FNFM Project Lead, NIPEC

10:50 Future Midwife Consultation NI Event

Fiona Bradley, NIPEC

11:00 Next steps in Curriculum Planning

Dr Jenny McNeill, QUB

11:10 Tea and Coffee

- 11:20 FNFM Work Stream Updates from Co-Chairs
Curriculum Development - Heather Finlay, DoH
NI Practice Assessment Document - Dr Neal Cook, UU
Standards for Student Supervision and Assessment – Joanne Fitzsimons, SHSCT
Practice Learning Environments - Donna Gallagher, OU
Engagement & Communication – Carol McGinn, WHSCT
- 12:30 Lunch & Networking
- 13:15 Café style group work aligned to work streams
Fiona Bradley, NIPEC
- 14:45 Tea and Coffee
- 15:00 Feedback
- 15:45 Agree Next Steps and Closing Remarks Meeting Co-Chairs: Karen Murray and
Heather Finlay
- 16:15 Close

NMC Education Standards & Update on Future Midwife Proficiencies Consultation

Anne Trotter, Assistant Director, NMC

The Future Midwife: next steps and considerations for implementation

Anne Trotter
Assistant Director:
Education and Standards
11 June 2019



The changing landscape

Four country differences

Health and care integration

Workforce challenges

New and existing roles

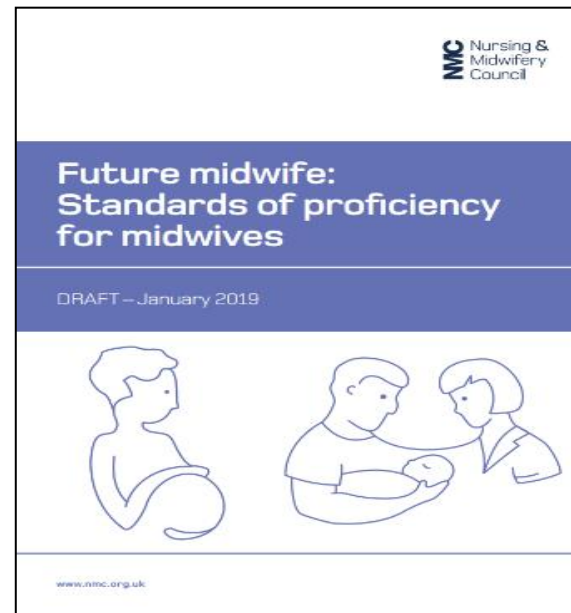
Inter professional learning and
new ways of working



Future Midwife: Desired outcomes

For all midwives at the point of registration to be:

- able to meet the needs, views and preferences of women, new-born infants, and families
- safe
- effective
- respectful
- compassionate



Informed by evidence, key lessons and policy

- Existing and new evidence
- Changing demographics and population health
- Lessons from key reports
- National policy in four countries

Public consultation (12 weeks)

12 February – 9 May 2019

Online survey in four versions

- midwives, public, other health and social care professionals, easy read

Events organised across the four countries

- for face-to-face input and discussion

Twitter chats and webinar

- open to all



Results analysed by Pye Tait

Qualitative research across the four countries

- targeted at key groups of the population

Key consultation questions

- Do the draft standards reflect the key attributes of the future midwife at the point of registration?
- Are they realistic, achievable?
- Is anything missing?
- Is there anything that should be removed?
- Is there anything which should have greater emphasis?

Responses to the consultation

1642 responses were received in total

6 responses were received to the easy-read version

407 midwife responses

54 other health and care professionals

1058 members of the public

123 organisation responses

Overall findings

- Generally positive about the direction of travel
- Some emerging key themes for consideration

Future midwife draft standards: Independent user testing

(Blake Stevenson)



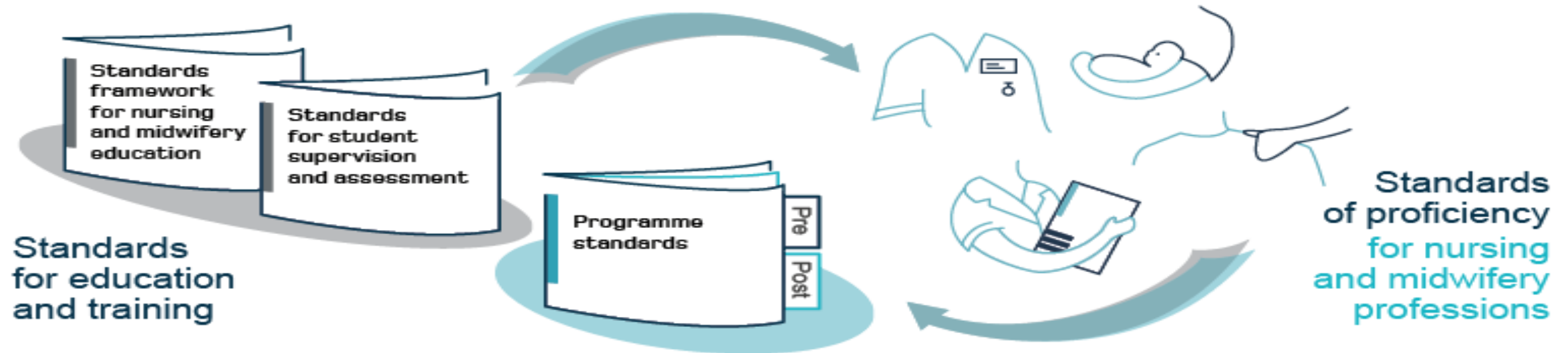
Usability of standards:

- Comprehensibility
- Achievable
- Assessable
- Communicable
- Inclusive
- Comprehensive

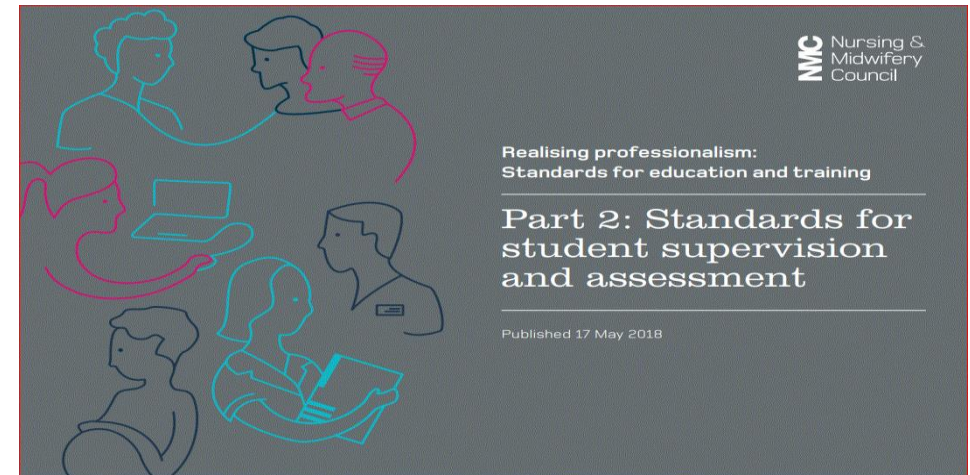
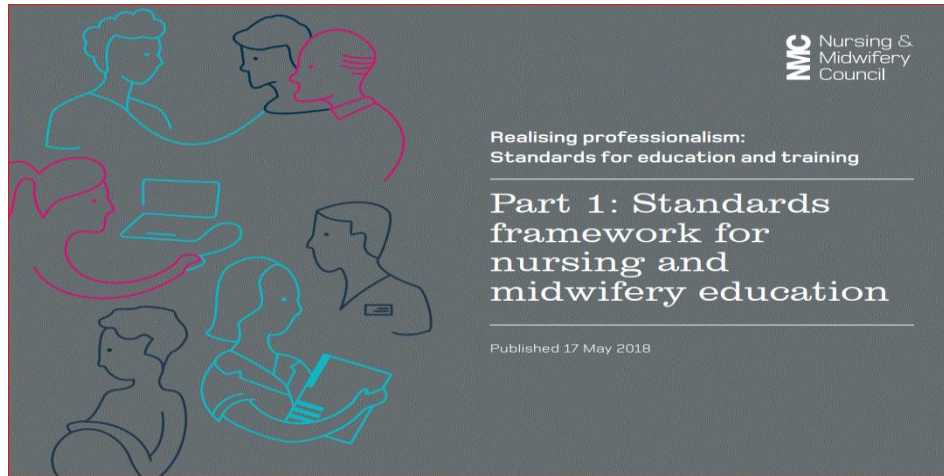
Next steps for 2019

- **May/June:** Consultation analysis
- **July/August:** Consultation assimilation with four country support via 'CAT' groups with:
 - Two consultation assimilation teams, one for proficiencies and one for programme standards
- **July/August:** FM Thought Leadership Group, Midwifery Panel and Council updates and discussions
- **August/September:** Draft and Finalise standards
- **October:** Present to Council
- **November:** Publish standards

Structure of the new standards



Education and training standards



These standards apply to all parts of the register and **all routes to registration**. They provide the means to assure us that the student can meet the relevant standards of proficiency by undertaking an approved programme

Next steps for Northern Ireland to consider



Planning for change

- Consideration of standards published in 2018
- QA framework and gateways
- Input from Northern Ireland FN/FM Board
- Engagement and cascade
- Curricula and assessment considerations
- Managing change

Considerations

- Need for effective partnerships between QUB and practice learning partners across Northern Ireland
- Opportunities to consider new ways of working and actively involve inter disciplinary colleagues
- Understand and introduce new roles
 - What supervision and assessment model will work in midwifery practice learning environments?
 - Who will be your supervisors and assessors?




How will existing sign off mentors transition?

How will they be prepared for their role?

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 solid blue vertical bar is positioned on the left side of the page, extending from the top of the content area to the bottom.

Introduction 1 guides	Practice supervision 17 guides	Practice assessment 19 guides
Academic assessment 18 guides	Learning environments and experiences 13 guides	Student empowerment 10 guides

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

Developing our new strategy for 2020-2025: What we're asking

- What do you think will be the key issues affecting health and social care that will impact on nurses, midwives and nursing associates over the next five years?
- What do you think are the top three that the NMC needs to focus on?
- What actions do you think the NMC should take on these issues over the next five years?
- What outcomes or results would you like to see?

Have your say

- Share your views on the issues affecting nursing and midwifery at nmc.org.uk/shapingthefuture
- Join the conversation on Twitter using the hashtag #futureNMC



Shaping the future

NMC Nursing & Midwifery Council

We want your help to develop our strategy for the next five years.

We'll be talking to as many of you as possible to help us decide what our priorities should be.

Your views will help us meet the needs of the public, people on the register, our partners and you.

Get involved and have your say today.
nmc.org.uk/shapingthefuture on twitter at #futureNMC

Shaping the future NMC
2020 **25**

**Thank you and
any questions?**

futuremidwife@nmc-uk.org



Let's get social

Please get involved in the discussion using:



#futuremidwife

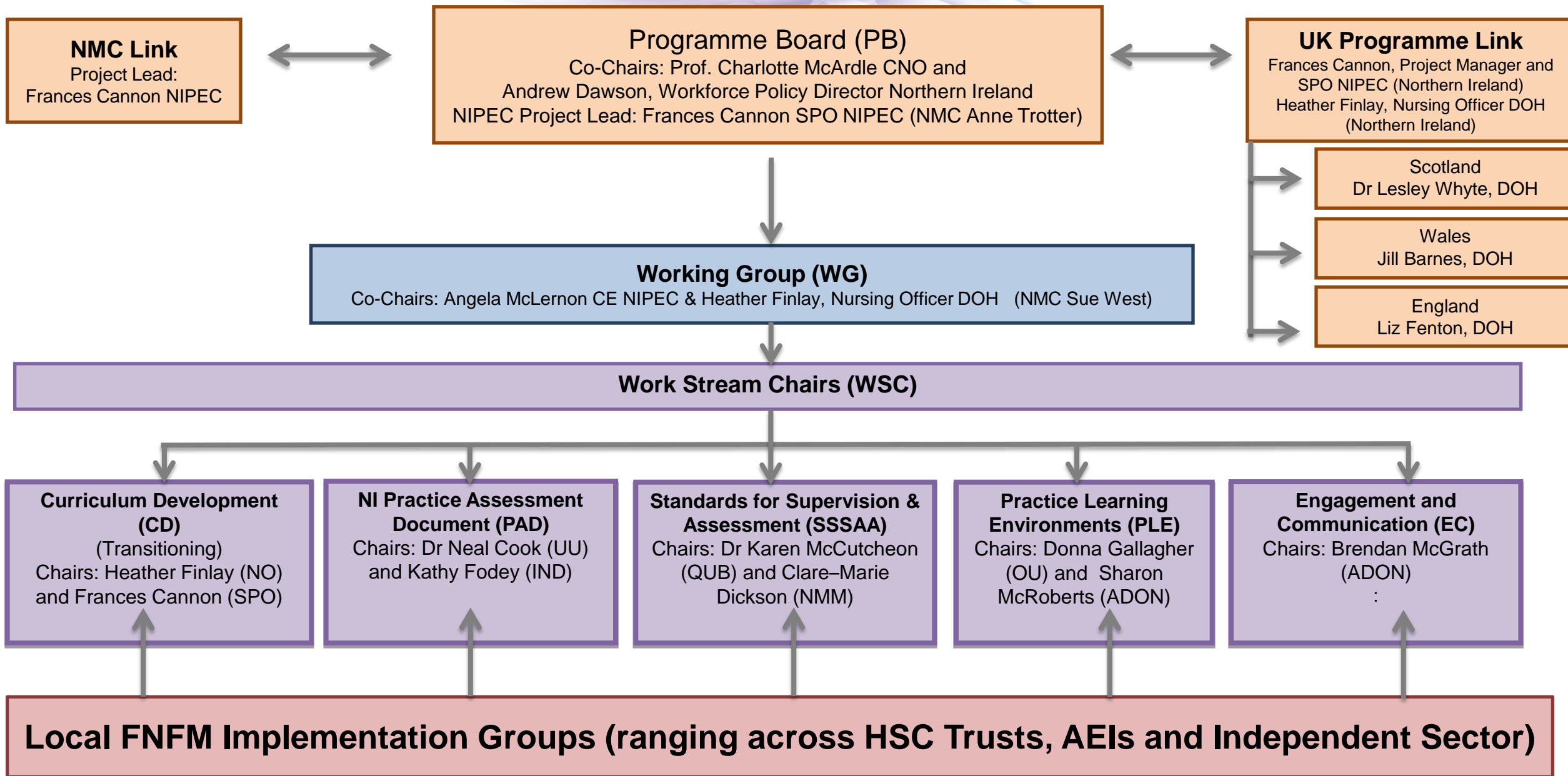
Twitter: @nmcnews

Email: futuremidwife@nmc-uk.org

Invite others to sign up via our website: www.nmc.org.uk/futuremidwife

Future Nurse Future Midwife Project Overview

Frances Cannon, Senior Professional Officer, NIPEC



FNFM Professional Officers

Sharon Conlan
SEHSCT



Rhonda Brown
BHSCT



Kerrie McLarnon
NHSCT



Carol McGinn
WHSCT



Joanne Fitzsimons
SHSCT



Bernadette Gribben
NIPEC



Local FNFM Implementation Groups (ranging across HSC Trusts, AEs and Independent Sector)

FNFM Programme Board

Programme Board

Co-Chairs: Prof. Charlotte McArdle CNO and
Andrew Dawson, Workforce Policy Director Northern Ireland

AIM: to oversee arrangements to cohesively embed the outworking's of the new NMC Future Nurse and Future Midwife education standards

FNFM Working Group

Working Group

Co-Chairs: Angela McLernon CE NIPEC
Heather Finlay, Nursing Officer DOH

Reports to the FNFM Programme Board and is constituted from 'core' members, with other expert advice, opinion and support co-opted into the team as and when required.

FNFM Work Streams

Curriculum Development (CD)

Co Chairs: Heather Finlay, DoH and Frances Cannon, NIPEC



Aim: to ensure 2020 curricula reflects strategic policies and the NI transformation agenda

Practice Assessment Document (PAD)

Co Chairs: Dr Neal Cook, UU and Kathy Fodey, PHA



Aim: to develop a regional Practice Assessment Document (NI PAD)

Standards for Student Supervision & Assessment (SSSA)

Co Chairs: Dr Karen McCutcheon, QUB and Clare Marie Dickson SEHCT



Aim: to ensure regional implementation of the Standards for Student Supervision & Assessment across all NMC approved programmes

Practice Learning Environments (PLE)

Co Chairs: Donna Gallagher, OU and Sharon McRoberts SEHSCT



Aim: to maximise practice learning opportunities

Engagement and Communication (EC)

Co Chairs: Brendan McGrath, WHSCT



Aim: to deliver effective communication which support implementation of the FNFM Education standards

Future Midwife Consultation NI Event

Fiona Bradley, NIPEC

Future Midwife Consultation Event 17 April 2019



FMFM Work Stream Updates

Curriculum Development

Heather Finlay, DoH

Curriculum Development

Aim : To ensure pre-registration Nursing & Midwifery 2020 curriculum reflects NI strategic policies and the NI transformation agenda



**Children's Nursing Network
14th January 2019**



**Adult Nursing Network 3rd
April 2019**



DoH Review



**NI Collaborative Meeting
17th January 2019**

FMFM Work Stream Updates

NI Practice Assessment Document

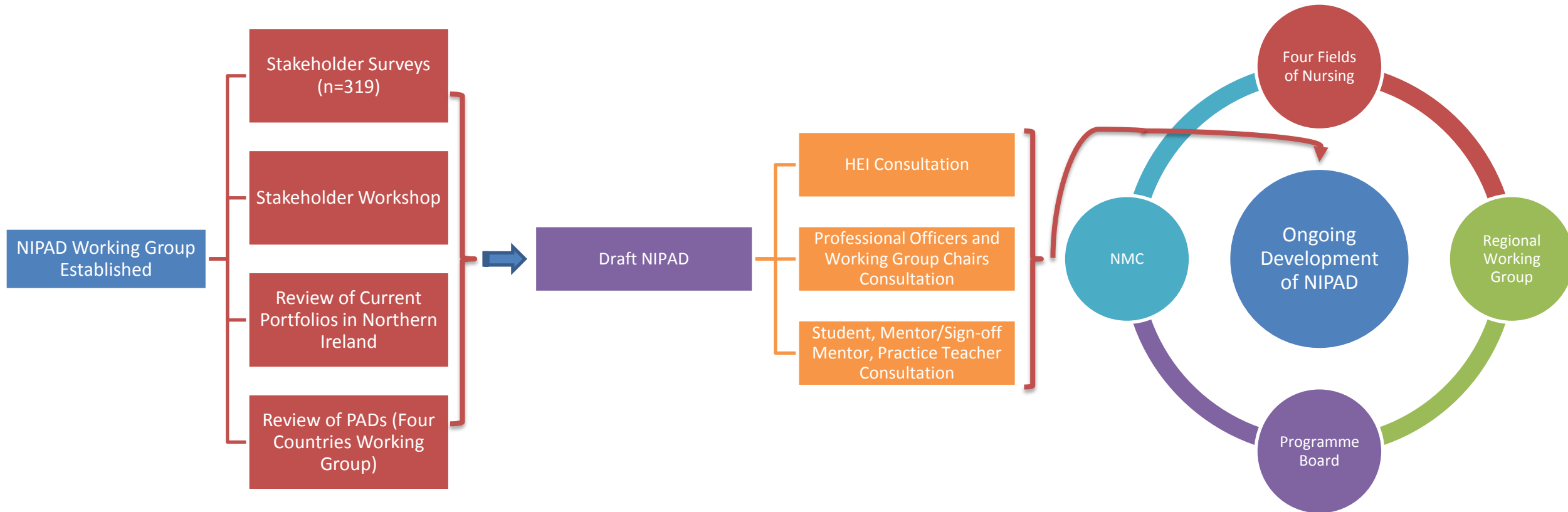
Dr Neal Cook, UU

FMFM Work Stream Updates

NI Practice Assessment Document

Dr Neal Cook, UU

NIPAD Development Process



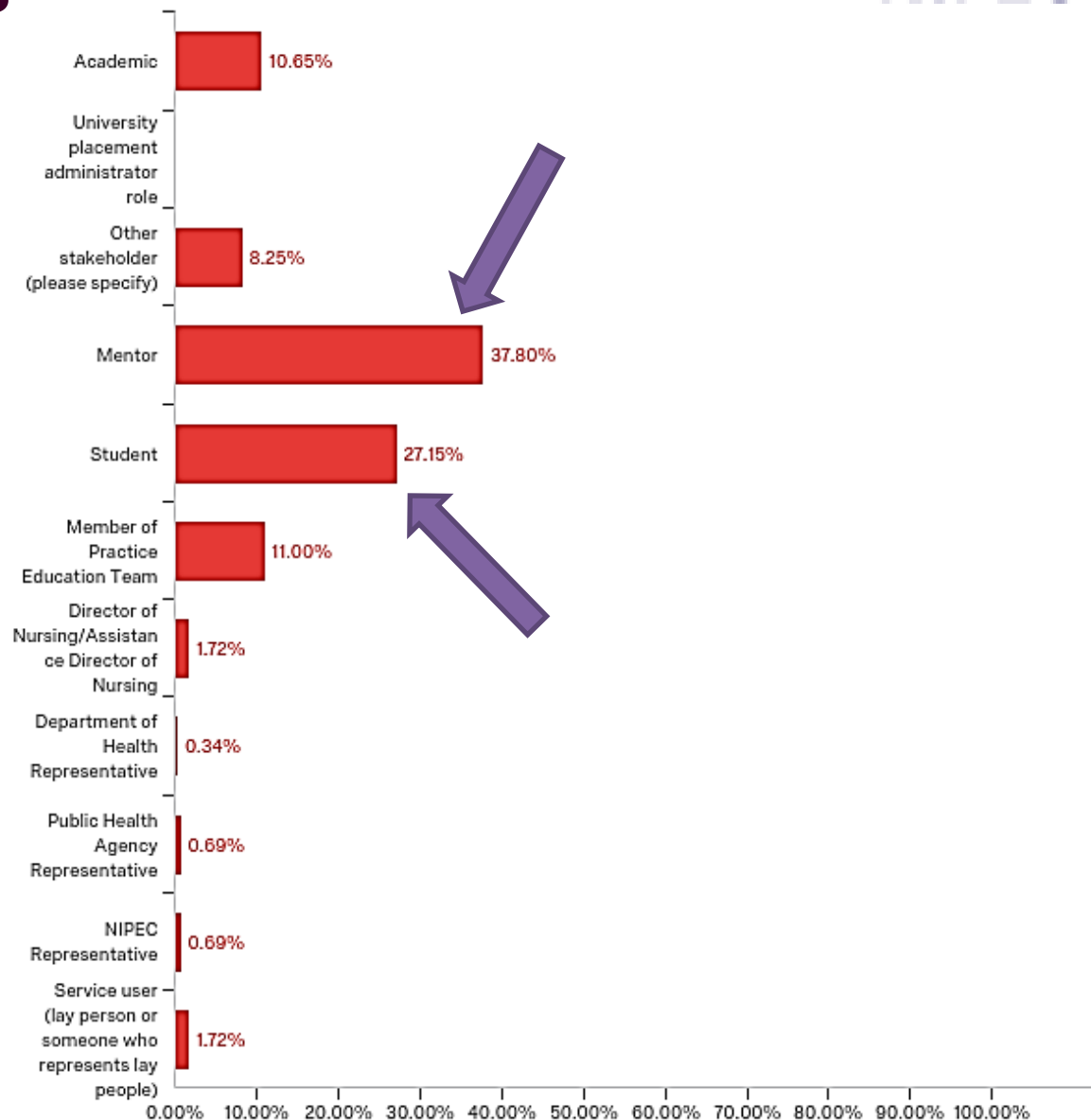
PAD Scoping Survey Results

Responses

319 Total

- 291 responses to main survey
- 28 responses to service-user survey

	Answer	%	Count
	Academic	10.65%	31
	University placement administrator role	0.00%	0
	Other stakeholder (please specify)	8.25%	24
	Mentor	37.80%	110
	Student	27.15%	79
	Member of Practice Education Team	11.00%	32
	Director of Nursing/Assistance Director of Nursing	1.72%	5
	Department of Health Representative	0.34%	1
	Public Health Agency Representative	0.69%	2
	NIPEC Representative	0.69%	2
	Service user (lay person or someone who represents lay people)	1.72%	5
	Total	100%	291



PAD Scoping Survey Results

How would you like to see the PAD structured?

- Student-centred that reflects learning in person-centred context
- A number of comments from mentors/nurses
 - Ulster portfolio was developed with mentors and students and its core components should continue
 - QUB structure is familiar and works
- **Presentation**
 - Keep it minimal/concise
 - Use performance indicators – keep them simple (Yes ,No and define)
 - Colour code for different years
 - Must not be tick box approach
 - One document for three years
 - Represents the student's journey
 - Keep guidance separate to PAD – put in handbook
 - Clearer sectioning between placements (dividers)
 - Have field specific adaptations



Department of
Health

An Roinn Sláinte

Mánnystrie O Poustie

www.health-ni.gov.uk

PAD Scoping Survey Results

How would you like to see the PAD structured?

- **Types of Evidence**
 - Communication log
 - Skills log
 - Care documentation
 - Reflections
 - Feedback
- **Handbook**
 - Clear guidance on all elements

PAD Scoping Survey Results

How would you like to see the PAD structured?

- **Sectioned**
 - Have personal profile
 - Induction
 - Learning outcomes (make user friendly, adapted from new FNFM standards)
 - Learning Plan for each placement
 - Learning outcomes achievement and evidence (make types of acceptable evidence explicit)
 - Records of discussions/feedback
 - Areas for development and action plan
 - Nursing Procedures
 - Evidence (summary of learning from activities rather than countless documents)
 - Record for underachievement/concerns
 - Space for records outside of formative/summative processes – e.g. learning log
 - Formative and summative assessments
 - Section on professionalism (code, attitude, appearance, punctuality, attendance)
 - Service user feedback for assessment



Department of
Health

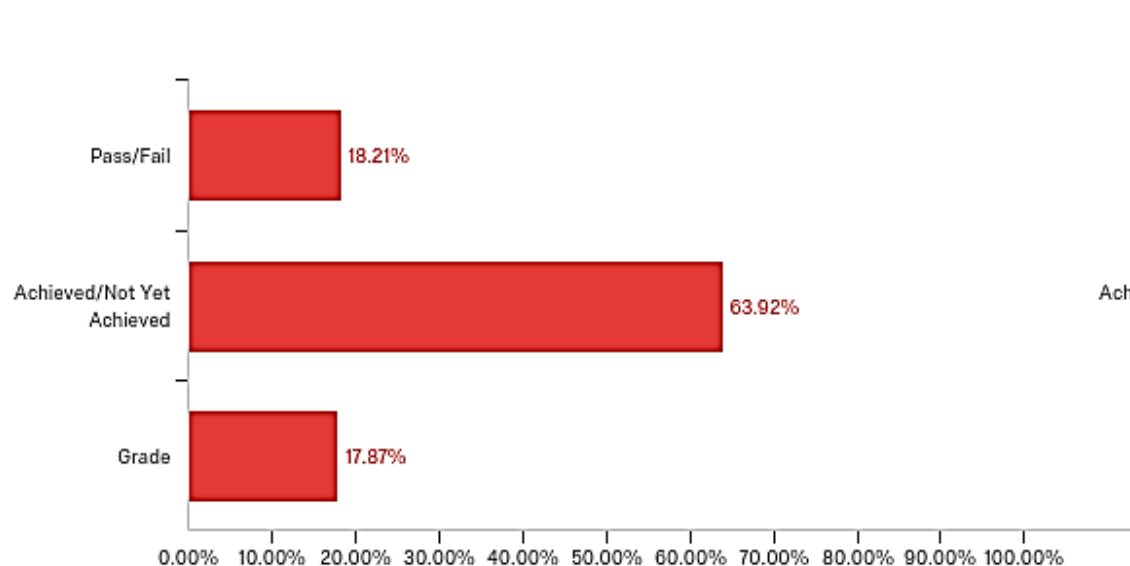
An Roinn Sláinte

Mánnystrie O Poustie

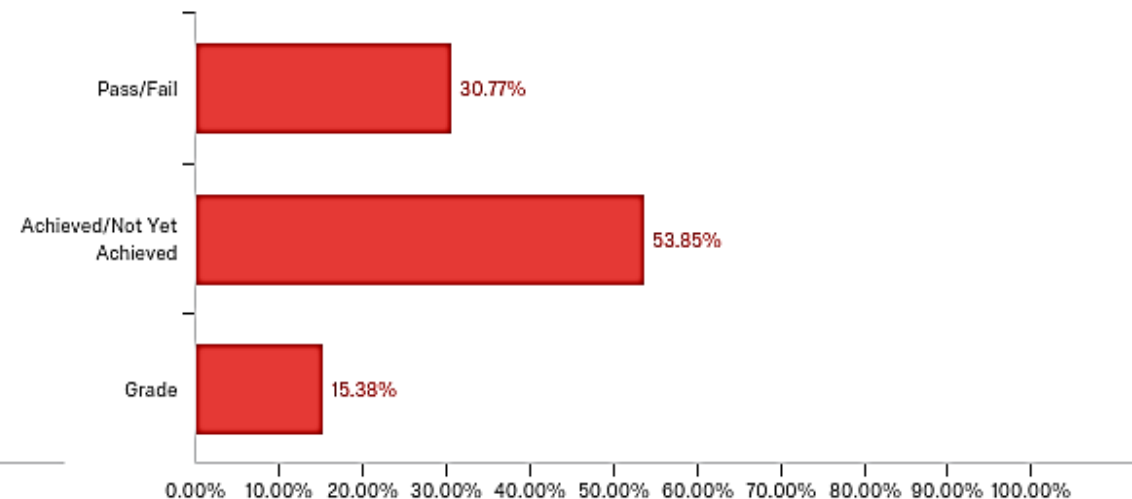
www.health-ni.gov.uk

PAD Scoping Survey Results

Grading Vs Pass/Fail Vs Achieved/Not Yet Achieved



Service Users



Department of
Health

An Roinn Sláinte

Mánnystrie O Poustie

www.health-ni.gov.uk

PAD Scoping Survey Results

Grading Vs Pass/Fail Vs Achieved/Not Yet Achieved

Rational - Pass/Fail

- Grading is subjective
- Student has either demonstrated competence or has not
- Grades become the focus rather than the competence/outcome
- Grading can diminish self-worth
- Grading creates competitiveness
- Pass/Fail is explicit – no confusion
- Grading can be confusing to mentor/assessor
- Interrater reliability difficult to achieve with grading
- Grading requires everything to be measurable and not all aspects of practice are measurable
- More student-centred
- Clearer form of communication
- Will focus the student's attention and encourage them to attain a Pass next time

PAD Scoping Survey Results

Grading Vs Pass/Fail Vs Achieved/Not Yet Achieved

Rationale - Achieved/Not Yet Achieved

- Grading is subjective
- Student has either demonstrated competence or has not
- Grades become the focus rather than the competence/outcome
- Grading can diminish self-worth
- Grading creates competitiveness
- Is explicit – no confusion
- Grading can be confusing to mentor/assessor
- Interrater reliability difficult to achieve with grading
- Grading requires everything to be measurable and not all aspects of practice are measurable
- More student-centred
- More constructive and encouraging.
- Indicates whether someone has the competencies following training and sufficient support
- Better descriptive rating for the student nurse's fit for purpose
- Students learn at different rates; give opportunity to improve
- Learning is often incremental, need to have a positive position



Department of
Health

An Roinn Sláinte

Mánnystrie O Poustie

www.health-ni.gov.uk

PAD Scoping Survey Results

Grading Vs Pass/Fail Vs Achieved/Not Yet Achieved

Rationale - Grading

- Gives more scope for improvement rather than passing completely
- Something to work towards
- To contribute to degree classification

Summary

- Adult Nursing NIPAD 95% completed – Annexe A Learning Log being finalised
- Mental Health Nursing, Children's Nursing and Learning Disability Nursing target for completion mid July but well on their way
- Handbook completed – will be amended at the end to reflect any amendment in NIPAD
- Teamwork across stakeholders has seen an embracement of change to deliver the 2018 standards

FMFM Work Stream Updates

Standards for Student Supervision and Assessment

Joanne Fitzsimons, SEHSCT

Standards for Student Supervision & Assessment

Aim: to ensure regional implementation of the Standards for Student Supervision & Assessment across all NMC approved programmes

- Stakeholder workshop 15th January 2019
- Established SSSA sub-group (Stakeholder representation AElS & Practice Partners)
- Co-Chaired by AEl & Practice Partner
- Aim: to agree a SSSA Northern Ireland Model
- SSSA Model - Draft required for Gateway 2



Standards for Student Supervision & Assessment

Every student will be allocated:

- a nominated Practice Supervisor for each PLE
- a nominated a Practice Assessor for each practice placement or series of practice placements
- an Academic Assessor for each part of the programme
- All three individuals work together to ensure safe and effective learning experiences that uphold public protection and safety of people. Separating out the supervision and assessment roles ensures greater consistency and more objectivity in the assessment process.
- A nominated person will be responsible for co-ordinating student learning in the Practice Learning Environment.
- Students can be supervised by other registered health and social care professionals.

SSSA: DRAFT NI MODEL from September 2020 (Nursing)

- ✓ Preparation for all roles – E Learning
- ✓ Practice Education Teams
- ✓ Data Base
- ✓ Other Health Care Professionals
- ✓ Role of Nominated person
- ✓ Models of Supervision
- ✓ Northern Ireland Practice Learning Collaborative

FMFM Work Stream Updates

Practice Learning Environments

Donna Gallagher, OU

Practice Learning Environment

- **Aim:** Shifting the narrative of labelling placements according to medical status, instead, focussing on the learning outcomes that can be achieved.
- Workshops held on 8th March 2019 and 18th April 2019
- Work Stream membership established



Practice Learning Environment

- Practice Learning Environment - Classification Scoping and broadening exercise undertaken across all organisations
- Education Audit Refresh
- Student Evaluation –Refresh
- Allocation of Students Meeting - to gain a better understanding of the pathway from university through to employer
- Mapping – Flow of students to maximise and utilise full capacity across practice learning environments

FMFM Work Stream Updates

Engagement & Communication

Carol McGinn WHSCT

Engagement and Communication Work Stream

Aim: to deliver effective communication which support implementation of the FNFM Education standards

**Future Nurse
Future Midwife
Northern Ireland
Implementation**



**Twitter Chat SSSA 25th
July 2019**
@NIPEC_online

#NIFNFM



Local Implementation Groups and Roadshows



- October 2019 – March 2019 - FNFM Road Shows/Information sessions for all stakeholders geographically spread across NI to share info, products and resources
- South Tyrone Hospital LT 4th February,
- CEC Antrim Hospital Site 7th February,
- Silver Birch Hotel 12th February Provisionally,
- Elliott Dynes 13th February,
- Causeway Hospital 20th February,
- Great Hall Downshire 25th February,
- South West Acute Hospital 2nd March,
- CEC Craigavon 9th March,
- QIIC LT Ulster Hospital 12th March,
- CEC Knockbracken Clady Villa 20th March,
- CEC Altnagelvin Hospital Site 27th March

FNFM Communication

- To keep updated on the developments of the FNFM Project please visit the NIPEC website **FNFM Website:**
<http://www.nipec.hscni.net/work-and-projects/stds-of-ed-amg-nurs-mids/future-nurse-future-midwife/>



Café style Group Work Aligned to the Work Streams

Fiona Bradley, NIPEC

Feedback from Group Work

Fiona Bradley, NIPEC

Next Steps

Meeting co-chairs Karen Murray and Heather Finlay