



UNIVERSITY OF
LINCOLN

New NMC Standards for Education

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Introduction

- The Nursing and Midwifery Council have published new standards for education and training (2018)
- Standards framework for nursing and midwifery education and the standards for student supervision and assessment apply to all NMC approved programmes
- New standards and proficiencies apply to all pre-registration nursing programmes starting in 2019

Four new key documents:

- **Standards of proficiency for registered nurses**
- **Realising professionalism: Standards for education and training:**
 - **Part 1: Standards framework for nursing and midwifery education**
 - **Part 2: Standards for student supervision and assessment**
 - **Part 3: Standards for pre-registration nursing programmes**

Standards of Proficiency for Registered Nurses

- The proficiencies in this document specify the knowledge and skills that registered nurses must demonstrate when caring for people of all ages and across all care settings.
- They reflect what the public can expect nurses to know and be able to do in order to deliver safe, compassionate and effective nursing care.
- They also provide a benchmark for nurses from the European Economic Area (EEA), European Union (EU) and overseas wishing to join the UK register, as well as for those who plan to return to practice after a period of absence.

Structure of the Proficiencies

- Seven Platforms & two annexes
- Statements for each platform apply across all four fields of nursing practice.
- Must demonstrate a greater depth of knowledge and the additional more advanced skills required to meet the specific care needs of people in their chosen fields of nursing practice.

Seven Platforms

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care

Two Annexes

- Provide a description of what registered nurses should be able to demonstrate they can do at the point of registration
- Identify where more advanced skills are required by registered nurses working in a particular field of nursing practice
- These apply to all registered nurses, but the level of expertise and knowledge required will vary depending on the chosen field of practice.
- Registered nurses must be able to demonstrate these skills to an appropriate level for their intended field(s) of practice

- **Annexe A** specifies the **communication** and relationship management skills required
- **Annexe B** specifies the **nursing procedures** that registered nurses must demonstrate that they are able to perform safely.

The full **Standards of Proficiency for Registered Nurses** document can be found here:

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf>

Part 1: Standards framework for nursing and midwifery education

- The Standards framework for nursing and midwifery education applies to all approved education institutions (AEIs) and their practice learning partners that are running NMC approved programmes
- These standards aim to provide AEIs and practice learning partners with the flexibility to develop innovative approaches to all education for nurses and midwives, while being accountable for the local delivery and management of approved programmes.
- The standards are set out under five headings

1. **Learning culture:** The learning culture must be ethical, open and honest, and conducive to safe and effective learning that respects the principles of equality and diversity, where innovation, inter-professional learning and team working are embedded
2. **Educational governance and quality:** Education providers must comply with all legal and regulatory requirements
3. **Student empowerment:** Students should be empowered and provided with the learning opportunities they need to achieve the desired proficiencies and programme outcomes
4. **Educators and assessors:** The NMC will seek assurance that those who support, supervise and assess students are suitably qualified, prepared and skilled, and receive the necessary support for their role
5. **Curricula and assessment:** The NMC set standards for curricula and assessment that enable students to achieve the outcomes required to practise safely and effectively in their chosen area

- These standards will be used to assess the safety and effectiveness of all learning environments (University and Practice).
- The full **Standards framework for nursing and midwifery education** document can be found here:

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/education-framework.pdf>

Part 2: Standards for student supervision and assessment

- Set out expectations for the learning, support and supervision of students in the practice environment and how students are assessed for theory and practice.
- Apply to all NMC approved programmes.
- Set out under the following three headings:
 1. **Effective practice learning (section 1):** These standards describe what needs to be in place to deliver safe and effective learning experiences for nursing and midwifery students in practice.
 2. **Supervision of students (sections 2 to 5):** These describe the principles of student supervision in the practice environment, and the role of the practice supervisor.
 3. **Assessment of students and confirmation of proficiency (sections 6 to 10)**

NB: the title of 'Mentor' no longer exists in these new standards

Supervision in practice: The Practice Supervisor

- Students must be provided with safe, effective and inclusive learning experiences, that each learning environment has the governance and resources needed to deliver education and training, and that students actively participate in their own education, learning from a range of people across a variety of settings.
- Practice supervision enables students to learn and safely achieve proficiency and autonomy in their 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.
- The new role of the **Practice Supervisor** is outlined in these standards (replacing the current role of the mentor).
- Supervisors can contribute to the assessment of students in practice.

Assessment Roles

- Student assessments must be evidence based, robust and objective.
- Assessments and confirmation of proficiency must be based on an understanding of student achievements across theory and practice.
- Assessments and confirmation of proficiency must be timely, providing assurance of student achievements and competence.

Two assessor roles are:

- 1. Practice Assessor**
- 2. Academic Assessor**

- The full **Standards for student supervision and assessment** document can be found here:

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf>

Part 3: Standards for pre-registration nursing programmes:

- Students that qualify in a specific field of practice as a level 1 nurse may apply to enter the NMC register as a nurse in one or more of the four fields of nursing practice: adult, children, learning disabilities and mental health.
- AEs and their practice learning partners have ownership and accountability for the development, delivery and management of pre-registration nursing programme curricula.
- Programme curricula must cover the outcomes set out in platforms 1-7 of *Standards of proficiency for registered nurses* and the communication and relationship management skills and nursing procedures set out in the Annexes to that document. All nursing students across all fields of nursing must have the necessary learning supervision and assessment in preparation for professional practice as a registered nurse.
- The adult nursing field must also include the content and competencies specified in relevant EU legislation.

Grouped under five headings:

- **1. Selection, admission and progression:** Standards about an applicant's suitability and continued participation in a pre-registration nursing programme
- **2. Curriculum:** Standards for the content, delivery and evaluation of the pre-registration nursing programme
- **3. Practice learning:** Standards specific to pre-registration learning for nurses that takes place in practice settings
- **4. Supervision and assessment:** Standards for safe and effective supervision and assessment for pre-registration nursing programmes
- **5. Qualification to be awarded:** Standards which state the award and information for the NMC register

- The full **Standards for pre-registration nursing programmes** document can be found here:

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-nursing.pdf>

The University of Lincoln plan

- We will be rewriting our nursing programmes to reflect these new standards
- Documents to be submitted to the NMC 20th December 2018
- Approval event early 2019 (date yet to be confirmed)

Programmes to be approved

3 year undergraduate entry programmes (these will include shortened programmes to include AP(E)L):

- BSc(Hons) Nursing (with registered nurse Adult)
- BSc(Hons) Nursing (with registered nurse Mental Health)
- BSc(Hons) Nursing (with registered nurse Children's)

Graduate entry 2 year programmes:

- MSc Nursing (pre-registration with registered nurse Adult)
- MSc Nursing (pre-registration with registered nurse Mental Health)
- MSc Nursing (pre-registration with registered nurse Children's)

Practice Assessment Document (PAD)

- The NMC would like us to work towards a National Practice Assessment Document
- We are working with 18 other Universities across the East Midlands to Develop this based on the Pan London PAD
- This will be shared with partners as soon as we have this information

How to get involved

- To be involved in developing the university based content of the curriculum content contact Sophia Hunt shunt@Lincoln.ac.uk
- To be involved in the practice placement element of the curriculum contact Stephanie West swest@Lincoln.ac.uk
- To be involved in aspects the Selection, admission and progression aspects of the development contact Ian Trueman itrueman@Lincoln.ac.uk
- To be involved in student experience aspects of the development contact Trevor Simpson tsimpson@Lincoln.ac.uk or Bethany Robinson-Benstead BRobinsonBenstead@lincoln.ac.uk