



# *Once for Wales 2020: New horizons* NMC Standards for Education - @Once4Wales2020



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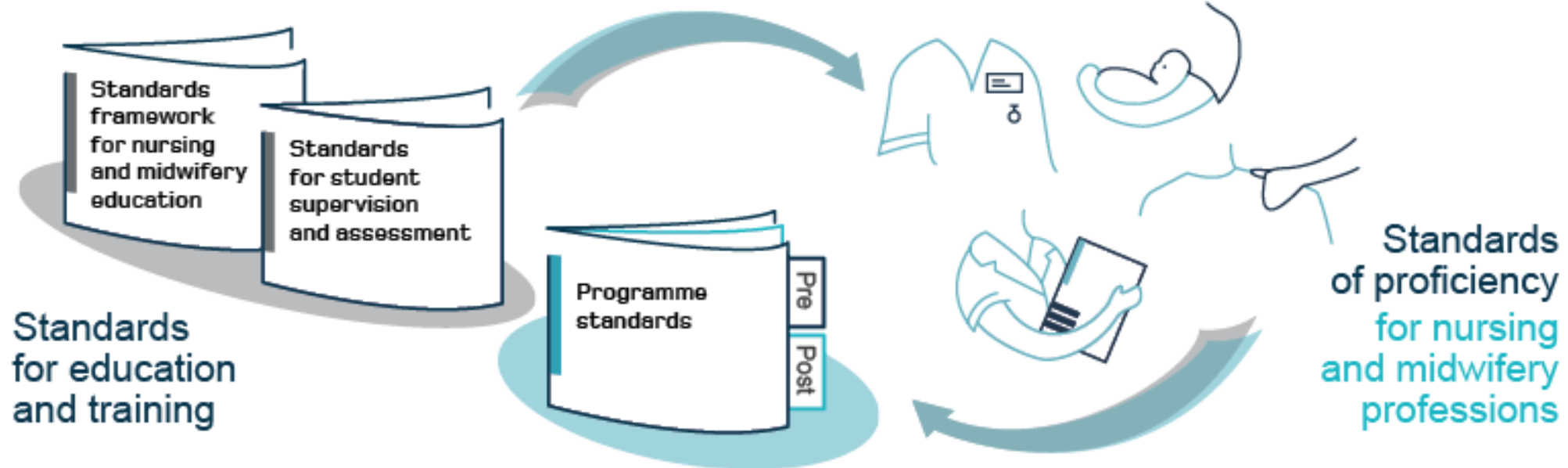
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# Aims

- Provide some context to UK NMC Standards for education
- Highlight implementation work across Wales
- Focus on Health Board reporting activity framework

# NMC Standards for education (2018)

**NMC** Nursing &  
Midwifery  
Council



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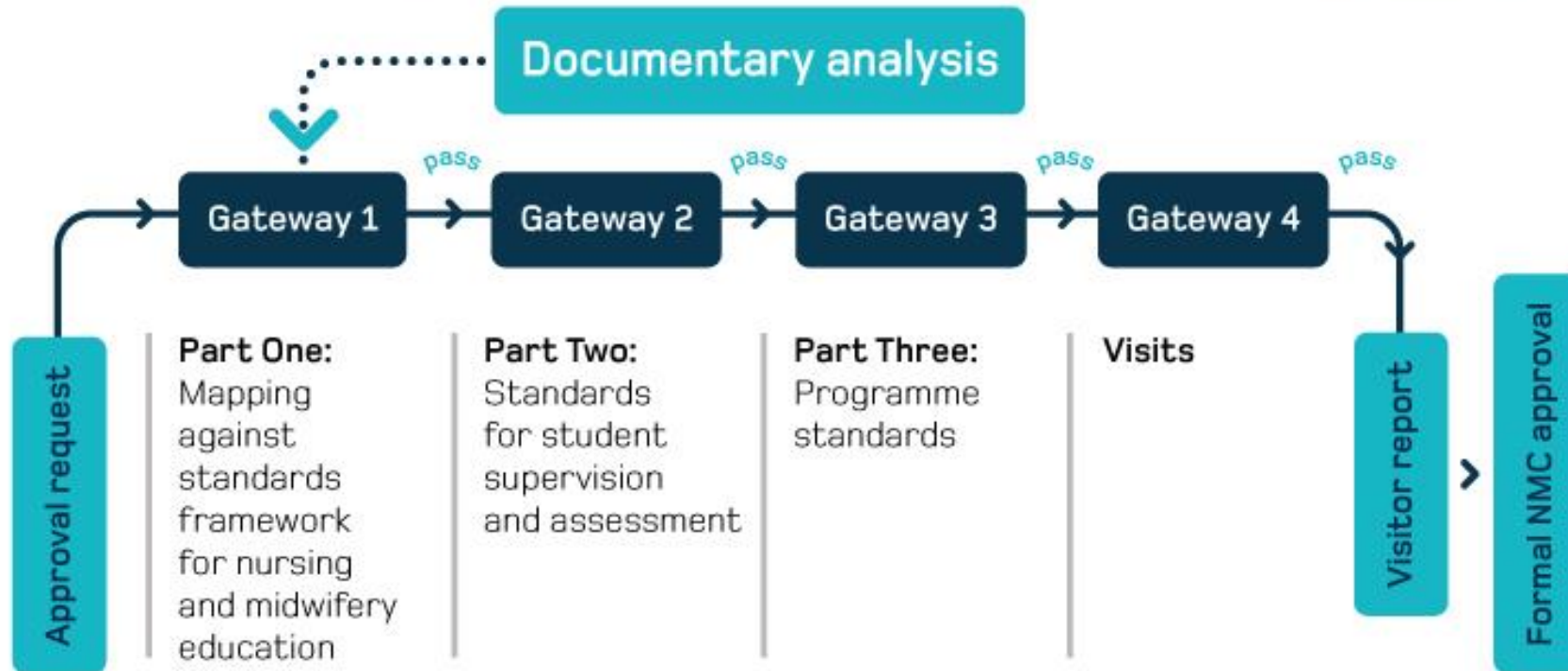
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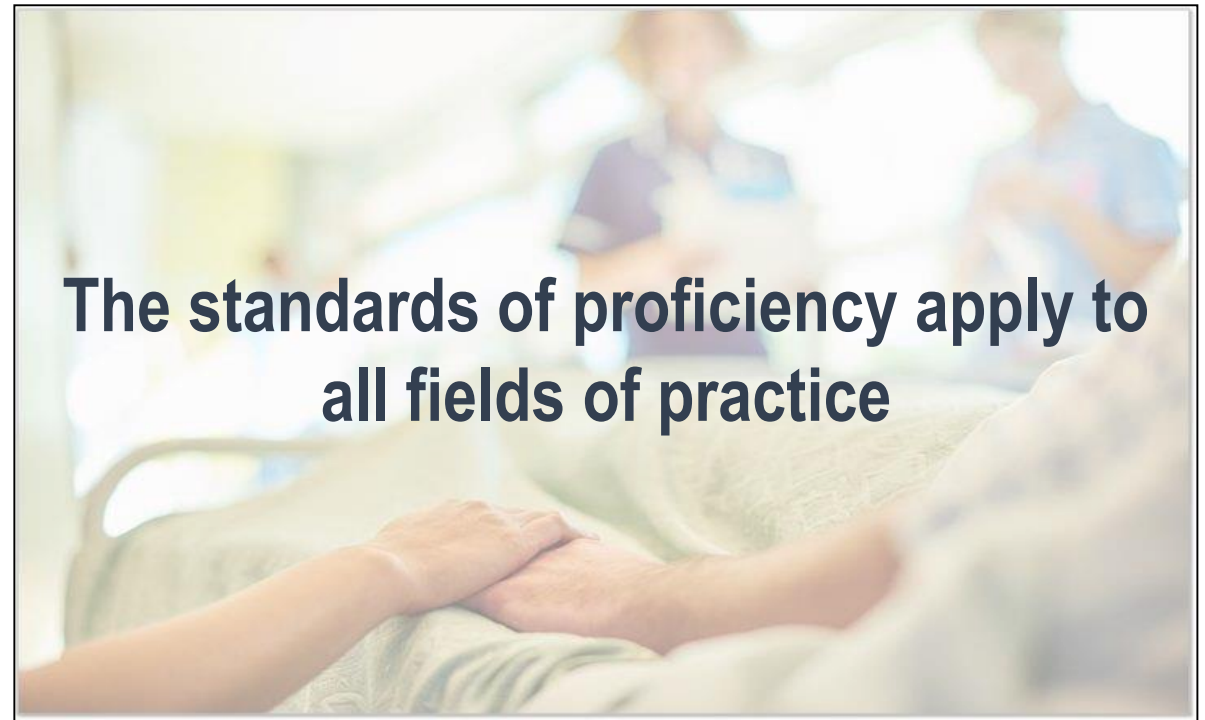
# Process of programme approval



## The main changes – ‘raising ambition’

- Increased focus on public health and supporting health and lifestyle choices
- Readiness to deliver future care at home or closer to home settings
- Nurses taking an increased leadership role in the management and delivery of care
- Inclusion of prescribing theory is now part of the proficiencies





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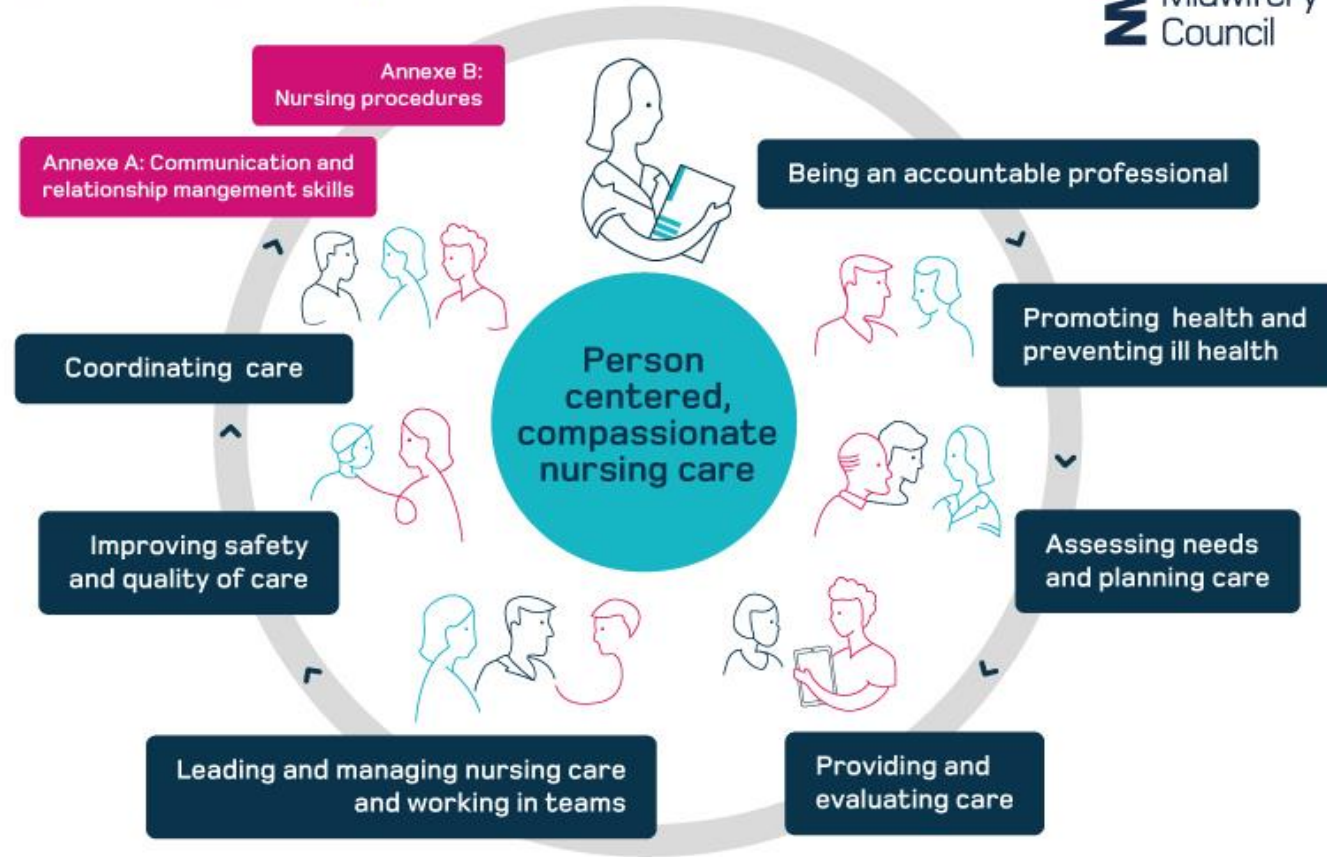
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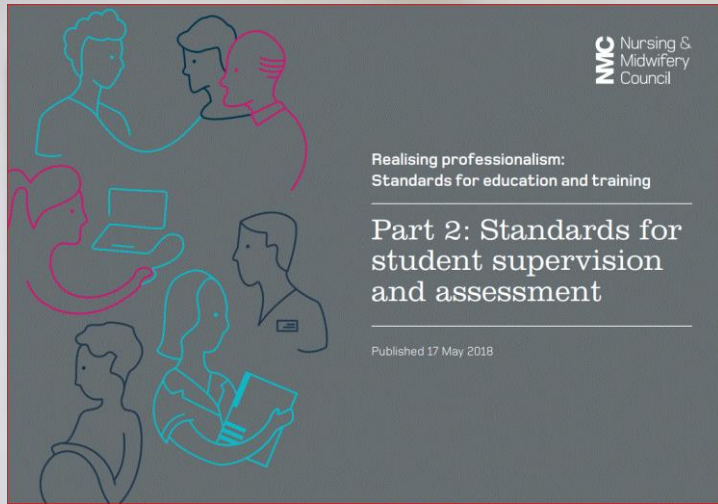
# Future nurse proficiencies



# Post registration prescribing programmes



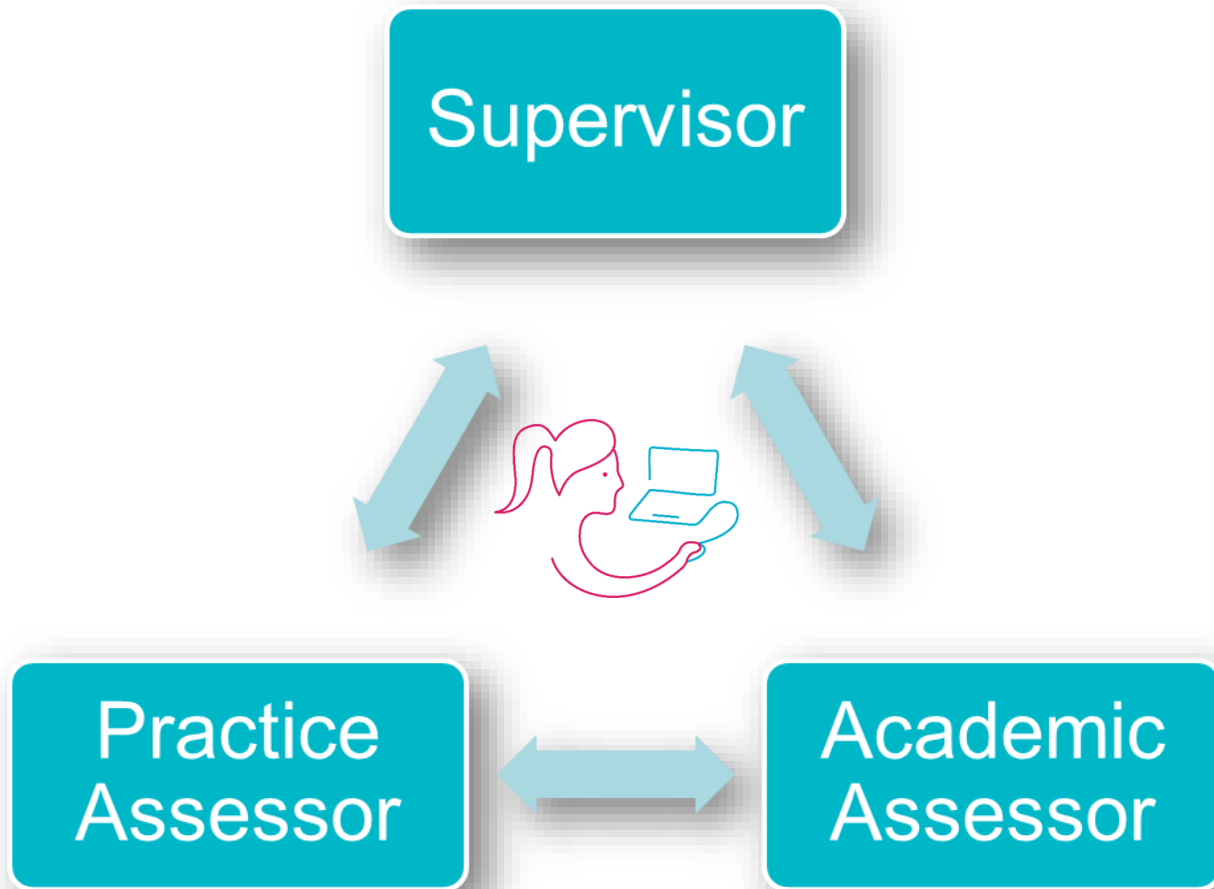
- Royal Pharmaceutical Society Competency Framework - all new programmes must deliver the RPS competencies as their course outcomes
- Future nurses to be 'prescribing ready'
- New entry requirements based on competency rather than time
- Removes requirement for 'Designated Medical Practitioner' role



**Not all students make the grade but mentors need more support to assess them**



# Standards for Student Supervision and assessment (SSSA)



- Duty of candour
- Models of SSSA
- Simultaneous supervision and assessment?
- Collaboration
- Preceptorship



# Transition to SSSA



# Once for Wales implementation of NMC *Standards for education* (2018)



1032 participants have taken part in 34 workshops across Wales hosted in AEI and Health Board settings including representation from people who use services, students, university staff, professional regulation leads, NHS and Independent sector nurses and health visitors from all fields of practice



# Once for Wales 2020 – Work Streams



- Practice Assessment Document & e-Portfolio
- Practice supervisor and assessor roles and requirements
- Educational audit
- Student evaluations mechanism
- Selection and recruitment principles
- Action planning protocol
- Further scoping of Annexe A&B

# Health Board work plans and reporting

| Work area        | NMC Standard  | Activity reporting on:  | Outcome   | Timeframe            |
|------------------|---|---|---|----------------------|
| 1. Co-production | Programmes are designed, developed, delivered, evaluated and co-produced with key stakeholders  | <ul style="list-style-type: none"> <li>a. Publicity and dissemination of NMC Standards within organisation</li> <li>b. Participation of relevant practice representatives in AEI curriculum development</li> </ul>  | Service users, students, practice stakeholders are fully engaged in the delivery, review and update of programmes   | May 2019 to Jan 2020 |
| 2.               | Representatives from relevant stakeholder groups are engaged in student recruitment and selection across all programmes including nursing and prescribing | <ul style="list-style-type: none"> <li>a. Preparation of practice representatives in collaboration with AEI partners in selection and recruitment events</li> <li>b. Assurance practice representatives have received appropriate training, including equality and diversity</li> </ul> | Service users, students and practice representatives are involved in recruitment and selection events   | May 2019 to Jan 2020 |
| 3.               | A range of people including service users contribute to student assessment  | <ul style="list-style-type: none"> <li>a. Preparation of practice supervisors/ practice assessors on how to obtain service user feedback on students' proficiency</li> <li>b. Engagement with Health Board/Trust Patient Liaison Groups</li> </ul>                                      | There is detail and clarity on how service user and carer assessment of students in practice will be obtained and used including within the practice assessment documentation | May 2019 ongoing     |

# Health Board work plans and reporting

| Work area   | NMC Standard  | Activity reporting on:   | Outcome  | Timeframe   |
|---|---|--|--|---|
| 4. Inter-professional learning  | Students work with service providers to demonstrate and promote inter-professional learning   | a. Examples of engagement with a range of health and social care professionals<br>b. Case examples of student supervision and assessment arrangements  | Evidence of engagement with registered health and social care professionals  | May 2019 to Sept 2020   |
| 5. Annexe A&B practice learning opportunities/ proportionate simulation | Students are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice | a. Organisational spreadsheet detailing Annexe A&B mapping tool outcomes<br>b. Collaboration with partner AEI on use of Annexe mapping information<br>c. Engagement with partner AEI on overall simulation strategy and student opportunities for Annexe A&B in practice | Practice partners are familiar with the overall strategy for involvement in simulation within practice and academic environments. AEI student allocation planning reflects practice opportunities for achievement of proficiencies/skills and procedures | June 21 <sup>st</sup> 2019 (Data collection)<br>July 2019- Sept 2020 (AEI engagement) |
| 6. Gateway 4  | Representatives from the AEI and its practice learning partners are able to engage with QA visitors   | a. Identification of relevant staff who are involved in planning and implementing NMC Standards and have been consulted on Gateway 4 representation  | Relevant practice staff are able to attend and represent their organisation at the Gateway 4 approval visit  | April 2019 to April 2020  |

# Health Board work plans and reporting

|    |      |   |  |   |                         |
|----|------|---|--|---|-------------------------|
| 7. | SSSA | Suitable systems, processes, resources and individuals are in place to ensure safe and effective coordination of learning within practice learning environments | a. Organisational support (Board level) for plans to update and prepare practice supervisor/ practice assessor roles   | Assurance there are sufficient numbers of staff in place for those roles<br><br>Adoption of revised Local Level Agreement (2019) for AEI/Practice Learning Provider partnership | Sept 2019 to April 2020 |
|    |      |   | b. Benchmarking of current mentors, sign-of mentors, and practice teachers onto new practice supervisor and practice assessor roles using Wales SSSA Roles and Requirements criteria (taking account of Recommended Prior Learning (RPL) and experiential learning (RPEL)) |   | Sept 2019 to April 2020 |
|    |      |   | c. Update and preparation for those able to RPL/RPEL   |   | Jan 2020 to Sept 2020   |
|    |      |   | d. Annotation of practice assessor registers (see Appendix A)  |   | Sept 2019 to Sept 2020  |
|    |      |   | e. Commencement of full preparation programmes for practice supervisors, practice assessors and academic assessors   |   | April 2020              |
|    |      |   | f. Continued availability of mentors and sign-off mentors to support students not transitioning from September 2020  |   | May 2019 to Sept 2021   |
|    |      |   | g. Sample schedules for how many full preparation programmes and how many updates for practice supervisors/ practice assessors will commence from April 2020   |   | June 2019               |
|    |      |   | h. Education Audit and consideration of placement capacity in relation to AEI student commissioned numbers   | Education audits are NMC compliant  | Dec 2019                |

# Timelines

National consultation **September 2017**

Final standards published **May 2018**  
(Midwifery proficiencies anticipated March 2020)

Programme approvals for Wales start **January 2020**

First student cohorts from **September 2020**



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