Nursing & Midwifery Council

NMC

Review of pre-registration nursing education: Consultation on proposed new standards

Future of Nursing Workforce 4th National Conference
9th February 2010

NMC Review of pre-registration nursing education

- Two-phase project - commenced April 2007 in conjunction with Modernising Nursing Careers (DH, 2006)

- Phase one - developed evidence based proposals for a revised UK wide framework for pre-registration nursing education (with no change as an option)

- Consultation November 2007 – February 2008

- Key principles agreed by NMC September 2008
  (the NMC will therefore not be consulting on these aspects as part of the phase two consultation)

Phase Two:

- Aims to develop and publish new standards for pre-registration nursing education by autumn 2010
- Development of new competency framework and requirements for teaching, learning and assessment
- Worked up by more than 100 project group representatives
- Wide engagement with key stakeholders and other groups
- Use of e-portal to test out some new ideas and ways of working
- Draft new Standards for pre-registration nursing education

Consultation on standards for pre-registration nursing education

- The consultation opened on 29 January and closes on 23 April 2010
- Reporting will be in July 2010
- New standards will be issued in October 2010
- Some new programmes will start from September 2011
- All programmes must use the new standards from September 2013

How the new standards are organised

The standards for pre-registration nursing education are made up of **two parts** and **four annexes**:

- **Standards for education** – the requirements that all pre-registration nursing programmes will have to meet, including those relating to the teaching, learning and assessment of nursing students

- These are laid out under 10 overarching standards in Section 4 of the document incorporating:
  - Requirements
  - Guidance
  - Advice

How the new standards are organised (contd)

- **Standards for competence** – competence is an NMC requirement and all nursing students must demonstrate the required competencies before they can be entered on the NMC register

  These are explained in section 3 of the document and supported by the competency framework at Annexe 1

- **Generic competencies** are common to all four fields

- **Field specific competencies** are identified in each field of practice and may be shared between fields where relevant

  All nursing students must achieve the generic competencies together with the field specific competencies in their chosen field of practice before they can apply to be registered with the NMC

How the new standards are organised (contd)

- **Annexe 1** is the competency framework which supports the standards for competence
- **Annexe 2** lays out progression point criteria which sets out requirements linked to the competency framework
- **Annexe 3** lays out the essential skills clusters which are referred to as guidance in the standards for education and will support the development of learning outcomes for the progression points and on completion of the programme
- **Annexe 4** is the EU Directive which is a requirement within the standards for education

The consultation is asking you about the standards for competence, the competency framework and the standards for education with their relevant annexes

Focus of new standards requirements, guidance and advice

- Essential mental health and physical needs of people of all ages
- Emphasis on needs of vulnerable groups
- Equality and diversity, dignity and compassion
- Learning in all settings – able to practice confidently in both hospital and community
- Principles of health, public health, causality of disease
- Underpinning knowledge and research

Skills

- Broad, essential application of nursing skills
- Application of complex nursing skills in field
- Use of technology, innovation, research and evidence
- Leadership, supervision, delegation, inter-professional team working

Characteristics of the new standards

- Opportunities for shared learning between fields and with other health care professionals throughout
- Increasing application of competencies to the chosen field of practice over time
- Creating a wide variety of practice learning opportunities
- More time spent learning in the community
- Up to 50% of the programme can be accredited with previous learning and experience known as AP(E)L
- There can be learning opportunities outside the UK

Implications of new standards for practice learning

- **Practice learning opportunities across a range of environments**
  - definitions of community, hospital, other environments
  - characteristics of working in different environments
  - objectives of students undertaking practice learning
  - move away from ‘placement’ to ‘practice learning opportunity’

- **Different approaches to mentorship**
  - experiences in different learning environments during periods of practice learning
  - ‘hub-and-spoke’ approach
  - mentor provides the continuity not necessarily the learning environment
  - mentor uses evidence from a variety of sources to inform assessment decisions

Implications of new standards for the nursing workforce

- Training, ongoing support and protected time for mentors
- Effective role models within the workplace
- Valuing existing nursing workforce and recognising their important contribution
- Ensuring nursing students have opportunities to deliver essential care in a variety of environments
- Strong partnerships between higher education and practice when developing and delivering programmes

Thank You

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