



Education:
a strategic
programme for
change

18 January 2017

Wales health student forum

Agenda

1. Introduction: the context for change
2. Overview of education programme
3. Future of education: a discussion of key issues and opportunities
4. Summary, reflections and next steps: we want to hear from you

Objectives for today

- Update you on our strategic programme of change for education
- Hear your feedback and seek your views on our proposals

Introduction: The context for change

Laura O'Sullivan
Standards Compliance Manager

Our education function: what we currently do

- We set standards for pre and post registration nursing and midwifery education
- We set standards for approved education institutions (AEIs) who seek to run nursing and midwifery programmes
- We approve and quality assure nursing and midwifery programmes to ensure they meet our standards
- We act on risks that affect student learning and patient safety and share relevant information with others

Quality assurance model: what we currently do

- Approve higher education institutions to become approved education institutions (AEIs)
- Undertake joint approval and modification of programmes with AEIs (with other regulators where appropriate)
- Analyse annual self reporting data from all AEIs
- Undertake risk-based monitoring reviews – approximately 17 (22%) per year
- Sufficiently agile to undertake extraordinary monitoring reviews when necessary

Scale of current education provision

79

Approved AEs each with multiple practice placement providers

Programmes in approval

1000



25,000

Completing students apply to enter our register each year

Total number of students on the academic and practice learning circuit each year



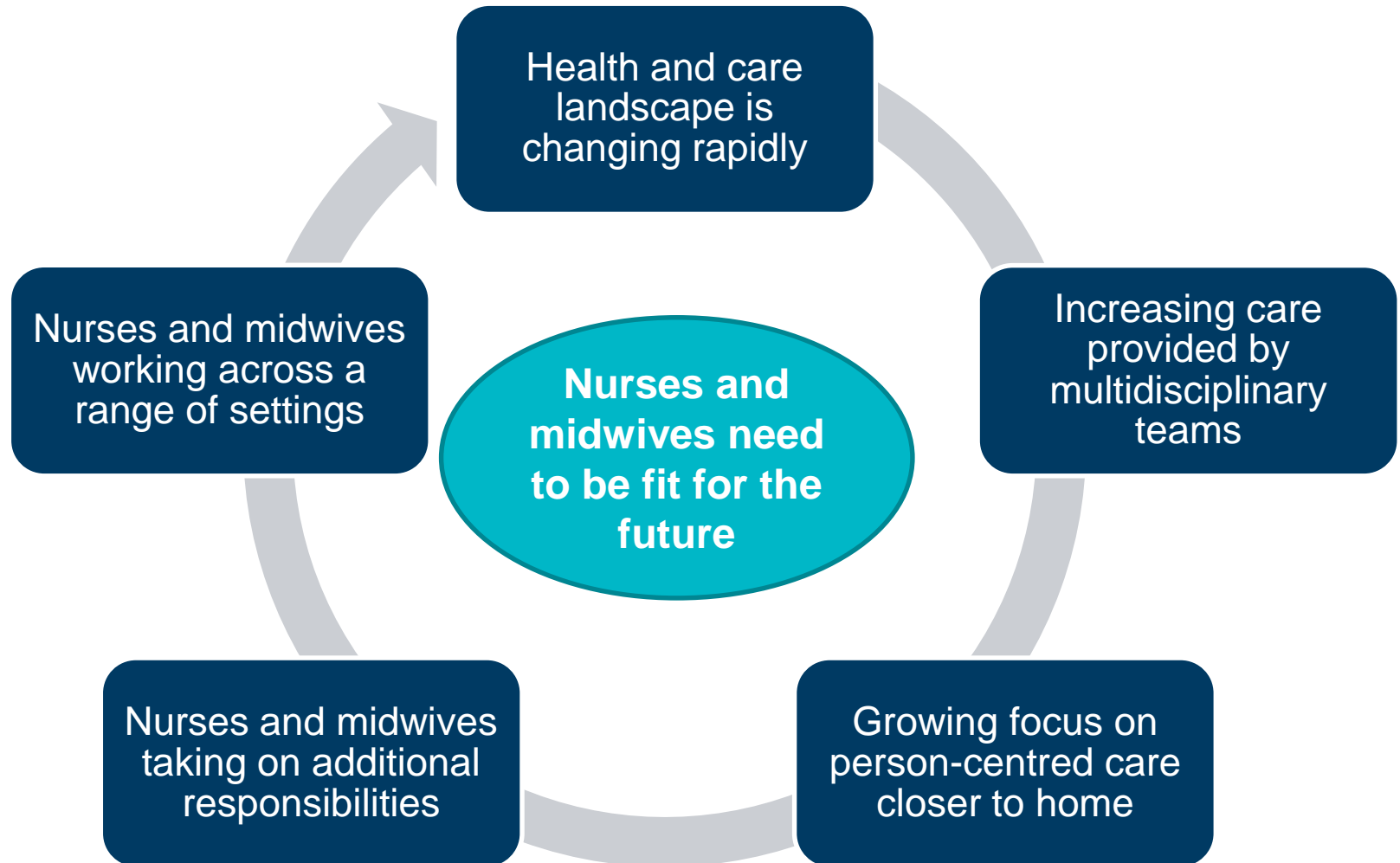
75,000

Standards for education

- 12 sets of education standards
- Many are out of date, overly long and input driven
- Combination of standards for:
 - institutions
 - programmes
 - educationalists
 - individuals



Education: the changing context



Reflections so far

- **What do stakeholders want?**
 - Emphasis on production of nurses and midwives who are intelligent critical thinkers, leaders, able to work safely in a variety of settings (hospital, community, acute physical illness and mental health) in the future
 - Confident and competent in terms of “technical ability”, now
- **What is the view of the current position? (IFF research)**
 - Actual standards – content not controversial
 - Vulnerability around learning in practice
 - Insufficient clarity around technical skills at the point of registration
- **Implications for:** Standards for learning and assessment in practice, four fields issues, hours in practice, nature of preceptorship, interplay of this work with degree apprenticeships. Four countries issues.

Overview of the education programme

Education Programme

Future Nurse
Proficiencies

Future Midwife
Proficiencies

Education
Framework

Quality
assurance of
education

Other standards

Communications and engagement

Standards of proficiency for the future nurse

We will separate standards for graduate registered nurses from the standards for institutions.

The new standards will:

- embrace the values set out in the Code
- be outcomes focused and open to objective assessment
- be sufficiently future proofed (2025 graduates)
- be accessible to the public
- be unambiguous, transparent and succinct

Draft standards: seven themes

Theme 1	Professionalism <i>The graduate registered nurse is an accountable, proactive, compassionate and person centred professional</i>
Theme 2	Health promotion <i>The graduate registered nurse plays a key role in the promotion of mental, behavioural and physical health and wellbeing, and improving public health outcomes across the life course and in a range of settings</i>
Theme 3	Assessment and care planning <i>The graduate registered nurse plays a lead role in assessing the need for nursing intervention, care and support and in developing a person centred plan for the delivery of safe, compassionate, effective and evidence based care across the life course and in a range of settings</i>

Theme 4	Care delivery and evaluation <i>The graduate registered nurse leads, delivers, prioritises and evaluates care that is compassionate, evidence based, safe and person centred, across the life course and in a range of settings</i>
Theme 5	Team leadership <i>The graduate registered nurse provides effective leadership within nursing and interdisciplinary teams, taking accountability for the delegation and referral of care</i>
Theme 6	Risk awareness <i>The graduate registered nurse is risk aware and seeks to maximise safety while managing risk and enhancing the quality and experience of care</i>
Theme 7	Care co-ordination <i>The graduate registered nurse provides leadership in the coordination and management of complex nursing and integrated care needs across organisations and settings</i>

Standards of proficiency for the future midwife

- The development of standards for the future midwife will run a year behind the work of future nurse standards
- This timeline allows us to maintain focus on legislative changes proposed to the way midwives are supervised and regulated
- Early engagement and evidence building work is now beginning and will be aligned with work on the new education framework

Education framework

We plan to publish a new education framework for institutions in early 2018.

The framework will:

- Contain a single set of clear, consistent and outcome focused standards for education institutions and practice placement partners
- Place patient safety at the core of our standards
- Promote an inter-professional learning culture
- Future proof our education model

The review of **practice assessment** and **practice hours** is included in the education framework project.

Quality assurance of education

- KPMG has been commissioned to scope options for a future model for the QA of education, taking into account the current and future challenges for the NMC
- KPMG is looking at different comparators and those who hold relevant data - for example: professional regulators, QAA, HEFCE and engaging across the UK
- KPMG are working closely with our education team to ensure alignment with our new education framework

Other standards

Prescribing standards

- Options for embedding the Royal Pharmaceutical Society competency framework of prescribing standards into new standards

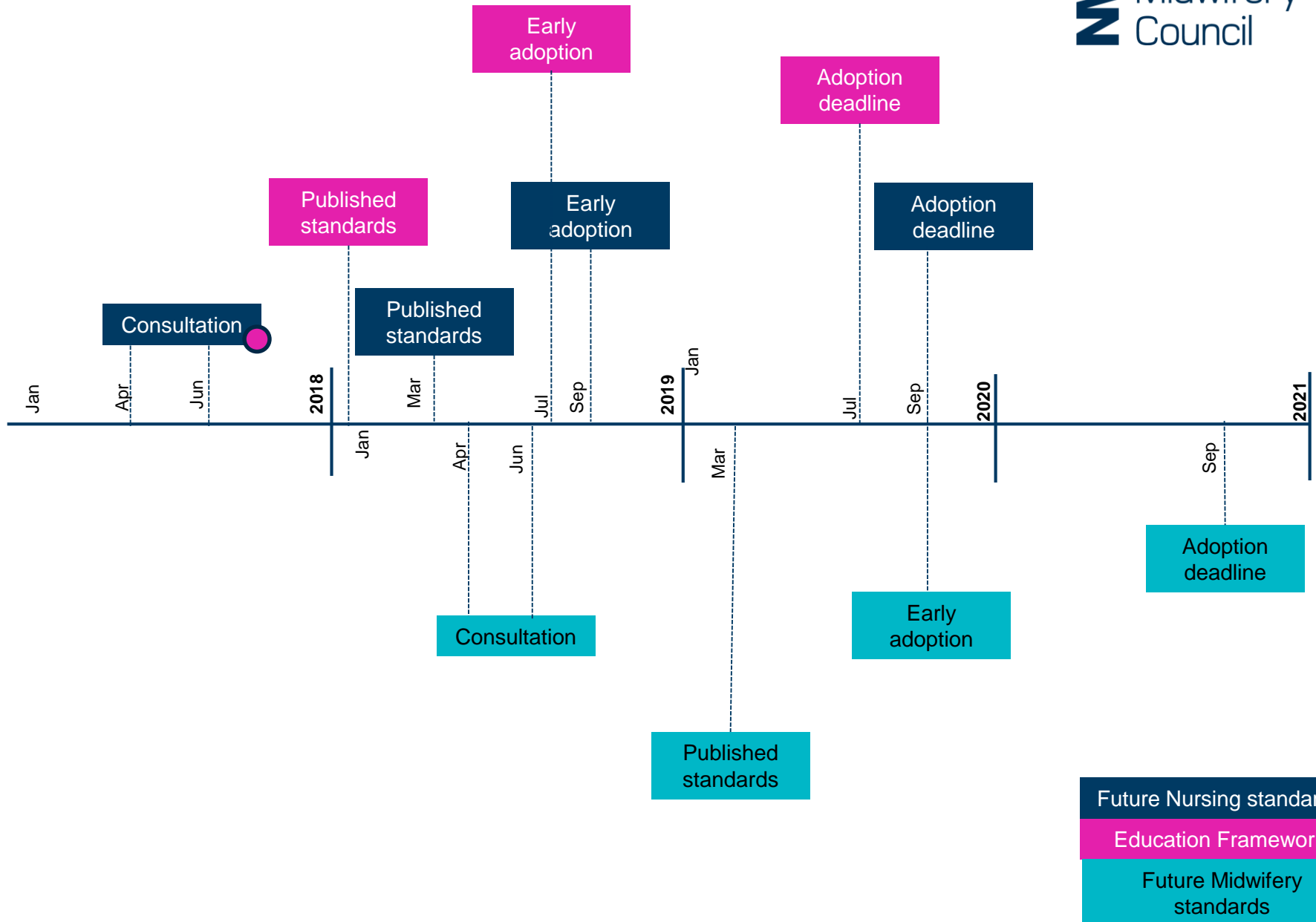
Standards for Medicines Management (SMM)

- Options regarding the withdrawal of SMM are being explored

Return to Practice (RtP)

- Following the introduction of revalidation we are exploring future options for RtP programmes

Timeline



Future of education: Key issues and opportunities

Aditi Chowdhary-Gandhi
Standards Development Officer

Supporting learning and assessment in practice

Should we differentiate between a mentor and an assessor?

What works at your university? Is mentor the right word?

Do mentors need to have due regard? What about assessors?

If decisions for supporting student learning are left to local providers to determine in the future what, if any, are the risks to public protection?

Supporting learning and assessment in practice

Should mentorship form part of pre registration education and training?

Should the NMC create a standardised practice assessment document?

Should the NMC set standards for a clinical educator role?

What has been your experience of practice learning?

Could the model of mentorship be the same for pre and post registration education?

Selection and support

Supporting learning and assessment in practice

What was your experience of being selected onto your programme?

How do universities support diverse needs? Reasonable adjustments?

Do we need face to face selection?

Preparing for healthcare in the future

How is inter-professional learning currently facilitated?
Future expectations?

How do you see your professional role evolving in the next 10-15 years?

What is our role in preparing students for person centred care?

Questions? Thoughts?

- **What have we missed?**
- **Are there any risks or opportunities?**

Engage with us!

- See our online education hub for updates and details of our events: www.nmc.org.uk/education/programme-of-change-for-education/
- Sign up to personalised newsletters – where you state your preferences for information you receive
- Join our webinars – we are currently putting these together
- Email us: EducationandStandards@nmc-uk.org
- Tweet us: @NMCnews on #NMCeducation

Thank you