

The New NMC Standards 2018

Overview and implications for practice placements



- Proficiency-led
- Implementation by September 2019

The New NMC Standards 2018

Future Nurse-Standards of proficiency for Registered nurses

The proficiencies are grouped under **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

The New NMC Standards 2018



- **New Mentorship Terminology.**
- **Coaching Principles.**
- **Practice Supervisors**
- **Practice Assessors**

The New NMC Standards 2018

Fact Group 1: What will the changes mean for mentorship?

- NMC SLAiP standards will cease to apply
- The term 'mentor' will no longer be used and the traditional role of a mentor will change
- The sign-off mentor role will cease to exist in its current form
- Practice learning and support of students will officially be the responsibility of every registered practitioner, as stipulated in the NMC Code (2015)
- The 40% mentor- student contact requirements will be removed
- Triennial review will no longer be a requirement
- Other registered professionals (non-nurses / midwives) will participate in the supervision of students

The New NMC Standards 2018

Part 2. *NMC Standards for Student Supervision and Assessment*

- Fact Group 2:

New roles will exist to support students in the practice setting

- ***Practice Supervisor***
- ***Practice Assessor***
- ***Academic Assessor***

The New NMC Standards 2018

Practice Learning Co-ordinator

Promotes a quality practice learning environment

Ensures students are allocated to a Practice Supervisor on each shift

Acts as a point of contact for Practice Supervisors and Practice Assessors

Actively supports students and addresses their concerns

Practice Assessor

Receives feedback from Practice Supervisors / Service Users on student performance

Observes aspects of student's practice periodically over the placement

Undertakes and records summative assessment

Communicates and collaborates with Academic Assessor to agree student progression

Practice Supervisor

Identifies student's learning needs at the beginning of each shift and sets a realistic goal to achieve these

Seeks learning opportunities to support student to achieve skills and practice learning outcomes

Uses coaching skills / skilful questioning to support student learning

Collects and documents evidence of student performance

Provides verbal and written formative feedback to student

Discusses student's performance

Academic Assessor

This is an HEI role.

The Academic Assessor will discuss and agree student progression with the Practice Assessor

The New NMC Standards 2018

- Registered practitioners will be prepared for their roles in supervising / assessing students and will be required to keep these skills up to date and evidence this through the revalidation process
- **It is possible to be a practice supervisor and a practice assessor – but not for the same student**
- All universities in the region will use the same Practice Assessment Document by 2020 for nursing students. (Worcester – Sept 2019)

Benefits of new roles

- Separates Supervision and Assessment - Improves objectivity.
- You can be both a practice supervisor and practice assessor – **BUT not for the same student.**
- Improves interprofessional working.
- Everyone will have an input into assessment.
- Supporting student learning becomes everyone's responsibility





Caroline Donley
MA(Ed) RGN RHV QN
NMC Teacher
Practice Education Facilitator
Email: c.donley@worc.ac.uk

