University of Suffolk

Prescribing Standards update

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Aims and objectives

- Overview of new professional PRSB Standards
- Explore the NMC Standards for Student Supervision and Assessment (SSSA)
- Consider how your role will change
- Group work on focused areas
- To give time for questions and discussion at the end



Where we are now

Standards for non medical prescribing



Nursing Midwifery Council NMC

- 1. Independent and supplementary prescriber Nurses and midwives
- 2. Community nurse prescriber- Nurses only

General pharmaceutical Council GPhC

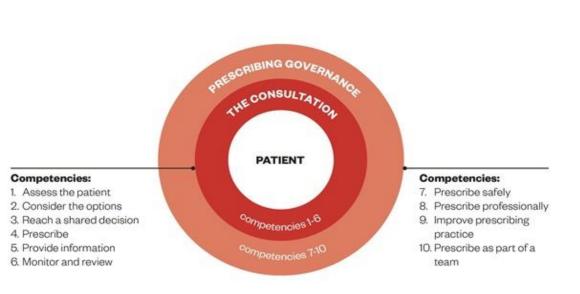
1. Pharmacist Independent prescriber (inc supplementary)

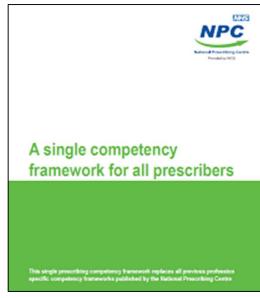
Health Care Professions Council HCPC

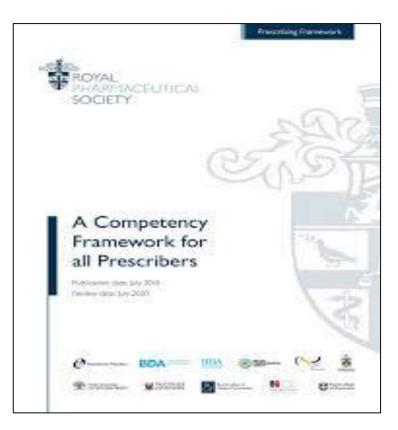
- 1. Independent and Supplementary prescriber Physiotherapists, Podiatrists, Paramedics, Diagnostic Radiographers,
- 2. Supplementary only Therapeutic Radiographers, Dietitians

Regulation and Standards One competency framework for all (RPS 2016)

Royal Pharmaceutical society on behalf of all prescribing professions including doctors and dentists



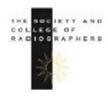
















Outline Curriculum Framework for Education Programmes to Prepare:

- Physiotherapists
- Podiatrists
- Therapeutic Radiographers
- Paramedics

as Independent/Supplementary Prescribers,

and to Prepare:

- Diagnostic Radiographers
- Dietitians

as Supplementary Prescribers

Planned Review October 2019. May be subject to earlier review if required. (Updated in 2018 to include Paramedics)

Key changes for Prescribing

Driven by workforce challenges

Impact on UOS NMP Course



G P H New learning outcomes in 4 domains of their code

- Designated prescribing practitioner instead of DMP
- Working with RPS on supervision framework

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Practice Educator instead of DMP

- Adoption of RPS competency framework
- Working with RPS on supervision framework

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M C Prescriber ready in pre-reg curriculum

- I year post reg entry for v300
- Practice assessor practice superviser instead of DMP

January 2019

Standards for the education and training of pharmacist independent prescribers

April 2019

Our Council have made decisions for key changes to the Standards for prescribers that will take effect from September 2019.

May 2018

Standards for prescribing programmes

Competency Framework for Designated Prescribing Practitioners

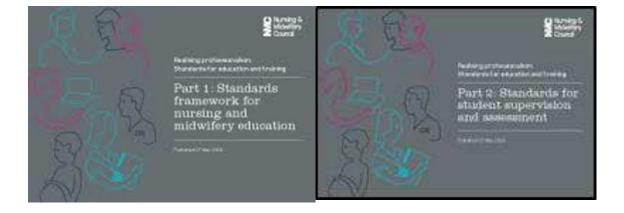
Supervision and Assessment

- From early 2019 regulatory changes will enable experienced independent prescribers to work as **designated prescribing practitioners** (DPPs) for the practice element of non-medical **prescribing** training.
- Ensuring the quality of **prescribing** supervisors is essential to the development of safe and effective prescribers.





Implementation planned for September 2020





Standards for nurse and midwife prescribing programmes

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University of Suffolk

On 28th March 2018 Council approved the following standards

- The Future Nurse: standards of proficiency for registered nurses.
- · Standards framework for nursing and midwifery education.
- Standards for student supervision and assessment
- Standards for pre-registration nursing programmes
- Standards for nurse and midwife prescribing programmes
- These standards will replace the 2010 nursing education standards including standards for pre-registration nursing education, requirements of approved education institutions and standards for learning and assessment in practice (SLAIP).



Standards for student supervision and assessment

- 1. Effective practice learning
- 2. Supervision of students
- 3. Assessment of students and confirmation of proficiency



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OVERVIEW OF IMPLEMENTATION STRANDS FOR NEW ROLES TO SUPPORT SSSA

1. Current Mentor to practice supervisor

Workshop or online equivalent, up to 3

To include role, boundaries, overview of SSSA and new education standards, new MYE PAD or programme specific PAD, student learning journey, providing evidence for assessment, equality and diversity issues

From April 2019

2. Current Mentor to practice assessor

Workshop or online equivalent, up to 3

To include role, boundaries, overview of SSSA and new education standards, assessment process. MYE PAD or programme specific PAD, student journey. liaison with practice supervisor and academic assessor, use of assessment criteria, equality and diversity issues

From April 2019

3. Pre Registration Students preparation for Practice Supervisor

Face to face content then activities to complete during preceptorship, up to 1.5 days during pre registration programme

To include role, boundaries, overview of SSSA and new education standards, facilitating learning, action planning, MYE PAD or programme assessment documents, differences from their own journey in practice learning, providing evidence for assessment, equality and diversity issues. An activity to complete in practice: Episode of Care on supervising and teaching (from MYE PAD part 3) or Midwifery / AHP equivalent

From Summer 2019. complete in preceptorship

4. New staff preparation for practice supervisor

Workshop or online equivalent to include activity for CPD / revalidation, up to 2 days

To include role, boundaries, overview of SSSA and new education standards, facilitating learning, setting learning goals, coaching, MYE PAD or programme specific PAD, differences from their own journey in practice learning, providing evidence for assessment, equality and diversity issues

From September 2019

5. New staff preparation for practice assessor

Workshop or online equivalent to include activity for CPD / revalidation, up to 2 days

To include role, boundaries, overview of SSSA and new education standards, assessment principles and application to practice, MYE PAD or programme specific PAD, liaison with practice supervisor and academic assessor, use of assessment criteria, giving feedback, equality and diversity issues

From September 2019

6. Academic Assessor role for existing academic staff

Online content followed by staff meetings / online discussion boards, up to 3 hours

To include overview of SSSA and new education standards, MYE PAD or programme specific PAD, role, boundaries, liaison with practice supervisor and practice assessor, boundaries with personal tutor and link lecturer role. These staff will be studying or have PGCE, FHEA, NMC Teacher / Practice Teacher or equivalent.

From June 2019

Effective Practice Learning

All students are provided with safe, effective and inclusive learning experiences. Each learning environment has the governance and resources needed to deliver education and training. Students actively participate in their own education, learning from a range of people across a variety of setting (NMC 2018)



Supervision of students

Practice supervision enables students to learn and safely achieve proficiency and autonomy in theory 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.



Assessment of students and confirmation of proficiency

Assessor roles

- Nominated academic assessor
- Nominated practice assessor
- Field of practice
- Midwifery
- Specialist community public health



What do the changes mean for mentorship?

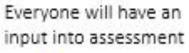
- NMC SLAiP (2008) standards will cease to apply
- The term 'mentor' and 'practice teacher' will no longer be used and the traditional role of a mentor will change
- The sign-off mentor role will cease to exist
- Practice learning and support of students will officially be the responsibility of every registered practitioner, as stipulated in the NMC Code (2018)
- 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



Benefits of new roles



Separates supervision and assessment roles





Improves interprofessional working





Supporting student learning becomes everyone's responsibility

You can be both a practice supervisor and a practice assessor, but not to the same student



Group work

To invite you to feedback on what you think and are experiencing....

- The DMP role
- Assessment
- Access to learning opportunities
- Support
- Time
- Preparation

Pick one of the questions and spend 10 minutes discussing it in your group, elect a spokesperson to feedback back to the room.



What works well?
What are the challenges?
What support do you need?
What are the solutions?



The plan...

PARTNERSHIP WORKING
Project plan for SSSA
New curriculum – review and evaluate
Incorporate new standards



Any questions?

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Non-medical prescribing:
Course team
SSSA:
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THINGS DON'T HAVE TO CHANGE THE WORLD TO BE IMPORTANT

