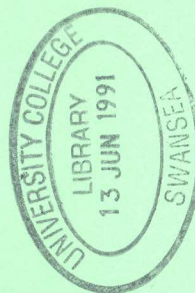


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NIS NEWSLETTER

Vol. 11, No. 1,

SPRING 1991



The journal of the
NURSING INFORMATION SUBGROUP
Library Association Medical, Health
& Welfare Libraries Group

CURRENT ISSUE

**NOT
BORROWABLE**

N.I.S. NEWSLETTER

SPRING 1991

VOLUME 11

NUMBER 1

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Please send copy for the next issue to the Editor.

Committee 1991

Chair: Chris Hardaker, Airedale & Bradford College of Nursing & Midwifery, St Luke's Hospital, Little Horton Lane, Bradford, BD5 0JJ. (0274-365216)

Secretary: Jean Yeoh, Tutor/Librarian, St George's & Roehampton College of Nursing & Midwifery, St George's Hospital, Blackshaw Rd, London SW17. (081-673 1255 x52289 am; 081-672 9944 x56059 pm)

Treasurer: Paul Moorbatch, St Bartholomew's College of Nursing, West Smithfield, London, EC1A 7BE. (071-601 8653)

Membership Secretary: Robin Snowball, Cairns Library, Radcliffe Infirmary, Oxford, OX2 6HE. (0865-224478)

Newsletter Editor: Debra Unsworth, Nursing Research Librarian, Dept of Health, 105 Hannibal House, Elephant & Castle, London, SE1 6TE. (071-972 5551)

Study Day Organiser: Tony Shepherd, Librarian, Royal College of Nursing, 20 Cavendish Square, London, W1M 0AB. (071-409 3333 x 210)

Co-opted: Eleri Strittmacher, Librarian, South West Manchester College of Nursing, Manchester Royal Infirmary, Oxford Rd, Manchester, M13 9WL.

Co-opted: Graham Haldane, Librarian, Lothian College of Nursing and

Midwifery, South Division, 23 Chalmers St, Edinburgh, EH3 9EW. (031-229 2477 x4617)

Co-opted: Anne Lawrence, Learning Resources Manager, Avon College of Health, Stoke Park Hospital, Stapleton, Bristol, BS16 1QU.

Co-opted (Newsletter Production): Sue Hawkins, MIDIRS, Institute of Child Health, Royal Hospital for Sick Children, Bristol, BS2 8BJ. (0272-251791)

Subscriptions

The NIS Newsletter is published quarterly by the Nursing Information Subgroup of the Medical, Health and Welfare Libraries Group. Subscriptions run from January to December and cost £7.50. A reduced subscription is available for students at £5.00. Please send enquiries about non-delivery or address changes to the membership secretary.

Advertising

To advertise in the Newsletter please contact the editor. £50.00 for a full page or insert; £25.00 for a half page, and £75.00 for a double page spread.

Contributions

Contributions to the newsletter are always welcome. Please send articles or short news items to the Newsletter Editor Debra Unsworth. Copy dates: 17 August 1991; 17 November 1991, 17 February 1992, 17 May 1992.

Chairwoman's notes

It is with not a little apprehension that I take over as Chairwoman of NISG - David will not be an easy act to follow. The NISG has achieved much under his chairmanship and the group has much to thank him for, not least in the sterling work done by him and the committee in connection with Project 2000. We wish David well in his new post in Oxford and know we can rely upon him to maintain a high profile for nursing librarianship within the region!

Seeking inspiration for this, my first Chairwoman's notes, I spent an interesting half hour delving through the NISG newsletters of the last 12 years. This did little to lessen my anxiety when I realised in whose impressive footsteps I am attempting to follow - Ena Chakrabarty, Caroline Walley, Jane Jones, Alan Doherty, and last, but by no means least, David Stewart. What significant achievements they and their committees have made towards nursing librarianship.

You will see from my brief biographical sketch, that I am virtually a "one man band". This will inevitably impose restrictions on the amount of time and work I will be able to give to the NISG as Chairwoman. I will, however, do my utmost to maintain and improve the momentum of the NISG as it tackles the work that lies ahead.

Although NISG has made great strides, there are still enormous challenges ahead - Project 2000 and PREP are only two which spring to mind, but others are equally important. Formulation of standards for nursing libraries; the position of library and

information services within new Colleges of Health; NHS Trusts; costings of services... need I say more?

NISG has made a magnificent start in tackling one of these in publishing "Resourcing Project 2000: the role of libraries". This presents the results of the survey on the involvement of libraries and librarians in colleges of nursing presently running Project 2000. May I extend my congratulations to Jean and Tony for compiling such an invaluable document. It is now up to us to ensure that, if not the whole document, at least relevant sections, reach those with authority, finance and influence. There can be no excuse for the library and information component of Project 2000 being excluded from the planning process.

The Committee are certainly going to have their hands full for the foreseeable future. But remember, **there are only 8 of us - there are far more of you out there** - and if we are to succeed we need your feedback, contributions for the newsletter, and support of study days. Tell us what is happening, what you want and what needs doing. With apologies to Lord Kitchener - "Your NISG needs you!"

Looking ahead, future activities currently being planned include a study day on "Approaches to learning" in May or June 1991, and a session at the LA Group Training Event "Under One Umbrella" at Leeds on 17 July. More details later.

I look forward to meeting you all at these or other events.

Membership 1991

Some of you will be aware that we have had problems with our membership records. I am updating membership records using Cardbox Plus. I shall also be sending out newsletters to those who have paid!

There should be fewer problems now, although some wrinkles may remain - let me know! If you subscribe but have gaps in newsletter provision, need any back issues, change any personal details, or have any problems at all, then do please contact me for help.

Membership resubscription forms for 1991 will be sent out with this issue of the newsletter. Please return completed forms and cheques to me. It does save Newsletter gaps and other problems if you try to subscribe early in the year...

Please make subscription cheques payable to: LA MHWLG NURSING INFORMATION SUBGROUP, or they have to be returned!

It does help also if we can always have the name of the individual or organisation holding the subscription rather than an anonymous cheque...

We have kept the subscription down to £7.50 again this year. Please take advantage of this and DO TELL OTHERS. We know there are many more out there who don't know about us, or who need a shove to join!

Robin Snowball, Cairns Library, Radcliffe Infirmary, Oxford OX2 9BW.
(0865-224478 direct)

Committee news

Christine Hardaker

Since obtaining Librarianship degree at Leeds Polytechnic in 1979, Christine has always worked as a nursing librarian, first at St. James's University Hospital, and since 1980, at Bradford School of Nursing.

Initially, the library service at Bradford was restricted to students in training and the school staff but in 1982 the post became part of the District Library Service and now offers a multi-disciplinary service, though student and trained nurses are still predominantly the principle user group.

As a virtual one man band librarian (it is only within the last year that she has acquired a six hour library assistant a week!), Christine has had plenty of experience in reconciling the conflicting demands of trying to provide a comprehensive library service with the practical realities of having to do just about everything herself! She draws a parallel between her job and that of a juggler - "in trying to keep all the balls in the air at the same time whilst desperately praying that the whole lot won't come crashing down and create an unholy mess!" She's not quite sure how well she's succeeding!

Outside work Christine is involved in compiling Ethnic Minority Health: a current awareness bulletin; belongs to a local amateur dramatic group and helps fundraise for Wakefield Hospice.

Project 2000 in Scotland

Graham Haldane. Divisional Librarian, Lothian College of Nursing & Midwifery, South Division, 23 Chalmers Street, Edinburgh EH3 9EW.

As 'Scottish Rep.' on the NISG Committee, it falls to me to adopt the frequent role of reminding those 'south of the Border' not only that nursing and librarianship exist here, but also that we have a head start in providing services suitable for the higher education environment of Project 2000. In this article I hope to update you on the current position in Scotland and to highlight some of the progress made and concerns raised in our moves toward Project 2000 implementation.

The current position

Combined colleges of nursing & midwifery, formed from the various hospital training schools, have existed in Scotland for at least a decade. There has not been the need for the extensive merging of establishments that has taken place in England, but we have not escaped entirely. Of the 12 health board areas in Scotland, only Greater Glasgow now has more than one College, although the 4 Glasgow Colleges are developing links and rationalising courses. While inevitably causing disruption and uncertainty, mergers have left some colleges in very strong positions; Lothian College, for example, with about 1800 students, is not only larger than the neighbouring, degree-offering, Queen Margaret College, but is now one of the largest nursing & midwifery colleges in the country.

Professional librarians have been appointed in all colleges since the late 1970s, most now have Assistant Li-

brarians, and all have at least a part-time Library Assistant. Gradings, while still inadequate to reflect the nature of posts or to retain staff, are generally better than in England and Wales: since 1986 all nursing college librarians have been on the SAA grade (now grade 5), and many library assistants have been upgraded to grade 3. The Scottish National Board, by its establishment of an Annual Standing Conference for Librarians since 1985, its funding of libraries through college budgets, and its support in many other ways, has helped to upgrade the staffing, stock and accommodation of many libraries, and to produce a very cohesive group of librarians.

Project 2000 ... in 1992

Scotland has gone for the 'big bang' approach with Project 2000 being introduced throughout in autumn 1992. Some colleges are also introducing direct entry midwifery courses. It is still uncertain whether courses will be validated by the CNA, universities or other higher education institutions; linkages are, however, likely to be limited to validation and related matters. As course teaching will be carried out in the colleges, an adequate level of library facilities will have to be provided on site, thus avoiding some of the access problems being encountered down south.

Project 2000 Working Group

At the Standing Conference in 1990, it was agreed that a Project 2000 Work-

ing Group should be set up to facilitate colleagues in the transition to Project 2000 by producing guidelines and standards, advising the NBS on standards and resources required, and providing information on areas of concern such as funding, staffing, services, accommodation and user education. To date the group has published two newsletters, organised a study day and begun work on a checklist of minimum standards, using the latest COFHE Guidelines² as a marker. A second edition of 'Libraries in Scottish Colleges of Nursing & Midwifery'³ and a survey to be completed by the next conference in May will complete the picture of current trends and help the presentation of the group's case to the National Board.

Funding: While most libraries have received fairly generous funding to date for basic courses, all colleges are finding the need for increased funding for updating and expanding stock, computerisation, and staffing. Some college libraries have already received money through either the National Board or their health boards for such developments. Funding for post-basic students and trained staff remains non-existent in most areas.

Staffing: While staffing and grading levels may be better than in England, they are still inadequate for the demands that will be placed on library facilities and staff. In Scotland the issue of gradings is being pursued on two fronts: a document outlining our case, and signed by all the professional librarians, was sent to the National Board, who favourably received proposals for placing librarians on academic related grades, but have to persuade the Scottish Home and

Health Department and individual health boards that this would be appropriate; many librarians are using the opportunity of a national system of grading assessment being introduced for senior management posts to pursue individual claims - to date this has led to the upgrading of one multi-disciplinary librarian to level 6.

Services: Many libraries are already trying to expand their stocks (particularly in the social and behavioural sciences and in education books for tutors), the automation of catalogues and journal indexing is gathering momentum, and CDROM has become a new crowd puller for some of the larger libraries.

Accommodation: While some colleges moved to new premises in the last decade, there are still several with woefully inadequate library accommodation, with study spaces and staff working space at a particular premium. Unfortunately, it is likely to take more than the introduction of Project 2000 to change this position radically.

User education: For many librarians, user education and the input of library staff to curriculum development and delivery remains one of their greatest concerns. As in England, the level of involvement varies from those who have been told 'wait for your bit' to those who are part of a select core group of senior staff responsible for Project 2000 planning. Some have been asked to prepare reading lists for submissions, others to join Common Foundation and Branch Working Groups as full members, and almost all have been given the responsibility for developing the information skills component of courses. The job of con-

vincing tutorial staff that the 'research based, self-motivated practitioner' does not emerge without training in specific skills remains an uphill struggle, but most librarians are seizing the opportunity to review their current information retrieval input and to present well thought out, educationally credible proposals. At the same time, there is a growing feeling that, in preparing and presenting courses, we would benefit from some form of training in teaching skills.

The opportunity of change

Like most colleagues down south, Scottish librarians are finding that the planning for and prospect of Project 2000 are placing tremendous stress on their time, energies and resources. The current low gradings (in comparison with nurse tutors and library colleagues in higher education) do not

help staff morale and retention. Nevertheless, Project 2000 is giving librarians an opportunity, which in the main they are receiving gratefully, to reassess current provision and course input and to make cases both locally and nationally for standards of library provision that will meet the needs of nursing and midwifery students in the years to come. And then, of course, there will be PREPP ...

References

1. PAVE the way, National Board for Scotland, Edinburgh, 21 Feb 1991. [Report in future issue of NIS Newsletter]
2. Library Association, Colleges of Further & Higher Education Group (1990) Guidelines for college and polytechnic libraries. 4th ed. London: Library Association.
3. Gillespie S, White J & Jaffray M (in press) Libraries in Scottish Colleges of Nursing & Midwifery: a review. 2nd ed. Edinburgh: National Board for Scotland.

Library services on pilot Project 2000 courses

Miss K.J. Read. 1207 London Road, Norbury, London SW16 4UY

I am studying for an MA in Information and Library Management at Newcastle Polytechnic. I am undertaking an examination of the library services available to student nurses on pilot Project 2000 courses and should be grateful for comments from librarians who have not already received more detailed questionnaires.

1. How long has your library been catering for nursing related subjects? Have any specific changes been made for project 2000?
2. Please give brief details of additional funding received as a result

of the new courses to help you acquire new stock to cover new subject areas, widen services and employ and train extra staff.

3. To what extent have you worked with nursing tutors a) to select new publications required? b) to plan a user education programme for nurses?
4. Are you satisfied with the services you provide? If not what factors are preventing you from improving the services? Any other comments you wish to make will be useful.

Multiple photocopying of journal articles in nursing college libraries: what publishers think

Paul Moorbatch, Senior librarian, St. Bartholomew's College of Nursing & Midwifery, London EC1A 7BE

As nursing students are required to know more about research, nursing college lecturers may well want to do multiple photocopying of articles for class discussion or for homework exercises.

As pointed out in Cornish¹ or the Library Association² it is not permitted to undertake multiple photocopies. However, it is quite legal to write to publishers and ask for their permission.

The Copyright Licensing Agency acts on behalf of publishers and has come to licensing agreements with the universities and local education authorities. The NHS Procurement Directorate in January 1991 decided not to take out such a licence from the CLA. In a circular³ the NHS Procurement Directorate explained their decision by pointing out that the CLA wanted £3.5 million for a licence for multiple copies. This is far beyond the needs of the NHS for multiple copies. The circular also requires that a notice about copyright be placed next to photocopies.

I wrote to the CLA about permission for multiple photocopies. They replied that a person wishing to do multiple photocopies should contact them beforehand for permission and that the cost is 7.5p plus VAT per page. It is permissible to write to the publishers themselves to ask for permission to make multiple copies for class use. I

wrote to a selection of publishers asking for their views. Most publishers will agree to copying on written application for class sets and this is either free or at low cost. Some charge for larger amounts. It is important to note that blanket permission for copying is not given, i.e. one must apply before doing each batch of copies.

Obviously, publishers are anxious that their sales should not be affected and a publisher of one popular journal said, in a telephone call, that he wanted students to buy the publication. However, another publisher of a specialised journal said that students would not purchase the journal anyway but hopefully might take out a personal subscription upon qualification. So most publishers require that due acknowledgement is given on each of the copies.

It comes as a relief that publishers of journals are willing to interpret the copyright act in a reasonable way. Librarians can reciprocate the goodwill by displaying publisher's posters and distributing their handouts.

It is worth emphasising that permission must be obtained each time. These comments refer only to journal articles and do not necessarily apply to books. Furthermore, publishers could change their position.

Below is a small selection of responses. Further details are in Health Li-

braries review.

Health Visitor (BMJ) Write in. Normally no charge but dependant on quantity.

Journal of Advanced Nursing (Blackwell Scientific) Write in. Copying charge of 3.6 pence per page but single tables free.

Journal of District Nursing (PTM) Multiple copies allowed. Give acknowledgement.

Nurse education today (Churchill Livingstone). All enquiries to CLA.

Nursing (Mark Allen) Write in. Up to 20 copies free.

Nursing (Springhouse) Written notice allows schools up to 100 copies.

Nursing Standard (Scutari) Write to editor. It is policy to give permission.

Nursing Times (Macmillan Magazines) Write. Permission normally given.

Professional Nurse (Austin Cornish) Write. Normally up to 10 copies free.

RN (Medical Economics Co) Write. Willing to give permission

Seminars in Oncology Nursing (Harcourt Brace Jovanovich) Write. No charge for up to 50 copies.

References

1. Cornish G.P. (1990) Copyright: interpreting the law for libraries and archives. London, LA.
2. Library Association (1990) Copyright in NHS libraries. London, LA.
3. NHS National Procurement Executive. (1991) Copyright licensing. London, NHS Procurement Directorate.

Resourcing Project 2000: the role of libraries

The first full report on Project 2000 and libraries includes:

1 results of a survey of the first trawl of P2000 courses looking at the curriculum role, funding, staffing and resourcing of nursing libraries

2 background information from expert papers presented at the London Study Day, 1991

Contents:

- 1 **Nursing education in the UK for the 1990s** Prof. Margaret Green (Chairperson of the Project 2000 and PREPP committees)
- 2 **Managing education in a new P2K institute** Maureen Theobald (Director of E.Sussex and West Kent Institute)
- 3 **P2000 and library & information services** Phillip Cheung (Head of Health Studies, Queen's College, Glasgow)
- 4 **Implementing P2000 at Avon College** Anne Lawrence (Head of Learning Resources at Avon College)

"Current educational changes in nursing will have an impact on libraries throughout the UK. All basic nursing education will be provided at Diploma or Degree level within the next few years. In addition, new plans for mandatory continuing education for nurses are currently under discussion and public, academic and nursing libraries will become involved in these developments."

Essential reading for educationalists, librarians and nurses.

Published by the NISG and The Royal College of Nursing Library. Cost £6.00 (cash with order) from RCN Library, 20 Cavendish Square, London W1M 0AB. To obtain your copy please use the enclosed order form.

Guidelines for college and polytechnic libraries - and nursing libraries

The fourth edition of this valuable document has just been published by the Library Association's College of Further and Higher Education group.¹ It coincidentally appears at the same time as "Resourcing Project 2000 - the role of librarians"². The two documents should help librarians in making a case for further funding, staff or space for library development.

The COfHE guidelines constitute the Library Association's principal policy statement on the nature and quality of library provision in colleges and polytechnics. The document discusses the contribution libraries make to learning, the services they should be able to provide, and their place in the institution's structure. The role of library staff is discussed. Details of actual and recommended resource provision are provided for each of stock, staff, and revenue funding. A wide range of basic design data is provided, as are proposals for evaluating library services.

This edition is more concise than its predecessor 'College Libraries' and its resource recommendations are based on extensive research into conditions in the field.

The preface to the document, written by A.G.D. White (Chairperson of the L.A. Council) and Andrew Miller (Chairperson of the Scottish L.A. Council) says:- "The library is an important educational resource in academic institutions, serving students, staff, and management alike. To fulfil its role and provide the proper benefit

to its institution it needs relevant, demanding objectives, and adequate resources of staff, money, and space.

These Guidelines, based on operational experience and the practice of institutions of further and higher education throughout the United Kingdom and tempered by mature professional opinion, offer guidance to those concerned with the provision and management of library services throughout further and higher education. The Councils of the Library Association and the Scottish Library Association endorse the Guidelines and urge their adoption in the interests of all students."

The document represents a challenge to professionals - both educationalists and librarians - to think more deeply about the purpose and role of the library within an educational situation. A true learning environment requires a range of resources - both people and technical as well as resources in print and media formats. 'The library' is not the possession of 'library staff', but should be possessed by the whole learning community. The application of any form of review - which is what these Guidelines require - should be - should be "open and impartial, preferably involving a partnership between academic staff, students, the institutions' own library staff, and their professional peers from libraries of other institutions" (page 31). I would say that this reviewing process is crucial for libraries involved in the nursing education field.

This reviewer agrees thoroughly with the last two paragraphs (also p 31), which are reproduced here for pinning on your bed posts, principals' doors and on student union notice boards. A nursing librarian's creda could well read:- "There is no succinct, generally agreed statement about what constitutes quality in a library service, but to be deemed to possess quality, a service should exhibit inter alia three broad characteristics:

- ▶ it should meet the expectations of the institution and senior management
- ▶ it should be responsive to the expressed needs and wishes of students
- ▶ it should pass the scrutiny of professional peers, and reflect the professional standards

The need for 'standards' in nursing libraries

One of the outcomes from the 1990 P2K Survey¹ is that there is an urgent need for a set of 'standards' to be written for nursing libraries. The L.A.'s publication 'Guidelines for Colleges and Polytechnic Libraries (1990)',² which is reviewed in this issue, is a valuable source for librarians in nursing libraries when arguing for more funds, staffing and space. A specialised 'standard' for our type of libraries will enable, one would hope, education managers to see clearly where deficiencies are to be found.

The urgent contribution of all NISG members is required now in the production of these standards to ensure that they meet 'grass root' needs. One contribution already received (from Paul Moorbatch) include the fol-

sional consensus as to libraries' proper activities and concerns."

Recommendation: buy this document; read it, think it through, use it with your colleagues - all of them - so as to start that much needed debate (as outlined in "Resourcing Project 2000 - the role of libraries")². We are now at the stage of "no debate = no library development", and nurse education depends upon improved library and information services.

1. Library Association. Colleges of Further and Higher Education Group (1990). Guidelines for Colleges and Polytechnic Libraries. 4th ed. London: L.A.
2. Shepherd T, Yeoh J (1990) Resourcing Project 2000 - the role of libraries. London: NISG & RCN Library.

Reviewed by Tony Shepherd

6. **Finance** (Adequate budget and means of income generation)
7. **Quality assurance** (Means of monitoring the quality of service)

To make your contribution, please send a note to Paul Moorbatch - his address is inside the front cover of this newsletter. Brief outlines would be most appropriate, please. If you would like to be part of a small working

group involved in producing the first draft, please let Paul know.

References

1. Shepherd T, Yeoh J (1990) Resourcing Project 2000 - the role of libraries. London: NISG & RCN Library.
2. Library Association. Colleges of Further and Higher Education Group (1990). Guidelines for Colleges and Polytechnic Libraries. 4th ed. London: L.A.

Reviewed by Tony Shepherd

Health Care Information Review Panel - provision and use of health care information in the United Kingdom

Jane Holdsworth, District Library and Information Manager, Northampton Health Authority, Highfield, Cliftonville Rd, Northampton NN1 5DN. Tel 0604 34700 Ex 4864. Fax 0604 235900.

In response to a paper on "The role of the British Library for medical and health information" submitted by SCOUNUL to the Minister for the Arts in October 1989 (and subsequently published in Health Libraries Review March 1990) the British Library intends to set up a broad review of information provision to the health care community.

This will consist of a review committee of senior and experienced people representing academics, practitioners, information personnel etc. Some of you may remember that a Medical Information Review of this kind was set up some 10 years ago and its final report published in 1981. The present Review Panel will, however, cover the whole area of health care information provision to the public, academic and private sectors with the exception of patient information.

The Review will explore both the information needs and the quality of information provision to the appropriate client groups. The intention is essentially practical. The previous Medical Review had a bias towards information research needs. While the new review may identify some research needs it is expected that its recommendations will be directed mainly at those (eg policy makers, administrators, librarians) who are able to affect the provision of information services.

The aims of the Review are, therefore to survey current information provision and needs in the health care field and to make recommendations which, if implemented, will ensure that future provision more closely meets the information needs of all professional groups in the health care field in support of patient care, management decision making, education and training

and research.

As a lead-in to this project and in order to present the Review Panel with a "birds-eye-view" of the current situation and as a starting point for discussion I am undertaking a three month part time consultancy with a report to be completed by the end of January 1991.

Although this report will by its very nature concentrate on the traditional areas of library provision i.e. published and knowledge based information and describe:

- patterns of provision
- services provided
- costings and funding patterns
- activity levels and throughput
- the role of the British Library and other national resources
- staffing issues and levels
- networking and co-operative schemes.

it will also examine areas of interface and additional information sources:

- drug and pharmaceutical information
- hospital and management activity data and information development and innovation
- medical networks eg JANET, CAMPUS 2000
- IAMS

Most of the information will be gathered from published literature or from discussion with individuals in the field. (Indeed one of the objectives of the initial study is to identify key organisations and individuals involved, both in the library and information field and in the areas of management, education and health care).

However there will be people who I have failed to identify and I apologise for this but the short time scale makes this inevitable. Over the next two years there will be opportunities to discuss and contribute to the end product but if individuals would like to contact me concerning the initial study then I would welcome any contributions at the address above.

UKCC: the Executive Summary of the Report of the Post-registration Education and Practice Project [PREPP] October 1990.

In September 1989 the United Kingdom Central Council (UKCC), as the statutory body for the nursing, midwifery and health visiting profession, launched a project to develop a framework for post-registration education and practice (PREPP). The central issue was to maintain and enhance standards in order to meet the needs of patients, clients and the health services.

The project took shape with the context of professional practice constantly in mind. Demographically, the increasing numbers of elderly people and the fall in the birth rate combine to pose a range of problems, while changes in epidemiological trends require a flexible and responsive structure for education and practice. The NHS and Community Care Act will mean that skilled, up-to-date practi-

tioners have never been more in demand.

The PREPP report envisages practice as a continuum on which to build a structure that will maintain and enhance professional standards. At the time of each new registration, practitioners need support from experienced professionals whatever their previous experience. If these role models, to be known as preceptors, provide effective support for an appropriate period to newly-registered practitioners, not only will more confident and skilful professionals emerge, but the increase in job satisfaction could stem the flow of people leaving the professions soon after registering. Once the period of support is completed, the 'novice' will become a primary practitioner and accept responsibility with confidence in co-operation with others, where appropriate, for individuals' or groups' health care needs.

Practitioners will record this achievement in a personal professional profile. This portfolio will chart career progress, giving experience to date, noteworthy achievements and developments in practice. Its primary purpose is to provide a means for showing that nurses, midwives and health visitors have maintained and developed their professional knowledge and competence. The Council will need verification that profiles have been satisfactorily completed.

If they are to develop their practice, practitioners need opportunities to learn. It will become statutory for practitioners, during the three years leading to periodic registration, to complete a period of study or provide

evidence of appropriate professional learning. At least five study days in three years must be set aside.

When practitioners wish to return to practise after a break of five years or more, they will have to complete a return to practise programme, a requirement that the Council agreed in principle in March 1989. These programmes have to be approved by a National Board.

Further along the continuum lies advanced practice. Only practitioners who have advanced their knowledge and skills through education and experience can exercise this clinical discretion and greater professional responsibility. Whether in clinical practice, education, management or research, advanced practitioners will need a Council-approved recordable qualification for which the Council will determine the standard, kind and content. Beyond this, a yet smaller number of practitioners will progress naturally to become consultants, who will be associated with pioneering roles, charting new territory in care and treatment and will be used as an authoritative resource to others.

In order to maintain and enhance standards, UKCC registration should embrace a new concept of eligibility to practice. This means that in addition to current requirements, practitioners will have to submit a notification of practice and provide verification that they have satisfactorily completed their personal professional profile or show evidence that they have completed a return to practice programme. This notification of practice indicates that practitioners are using a registered qualification appropriate to their

current role. When practitioners return to practice after a break of less than five years, they will have to submit a notification of practice and then, within the following year, submit verification of a satisfactorily completed profile.

A comprehensive credit accumulation and transfer scheme is needed if education and training are to be fully recognised. The Council is in the process of determining credit for registered qualifications which will form the basis of such a system. But all learning, including that acquired through clinical experience, should also receive credit. Basing the framework on an existing credit accumulation and transfer scheme has widespread support in the professions.

The PREPP report, which avoids any distinction between first and second level practitioners, includes some recommendations needing legislative change. These will be phased in, while others recommendations are considered good practice and should be implemented as soon as possible.

Resume of recommendations

1. There should be a period of support for all newly registered practitioners to consolidate the competencies or learning outcomes achieved at registration.
2. A preceptor should provide the support for each newly registered practitioner.
3. All nurses, midwives and health visitors must demonstrate that they have maintained and developed their professional knowledge and competence.

4. All practitioners must record their professional development in a personal professional profile (PPP).
5. During the three years leading to periodic registration all practitioners must complete a period of study or provide evidence of appropriate professional learning. A minimum of five days of study leave every three years must be undertaken by every registered practitioner.
6. When registered practitioners wish to return to practice after a break of five years or more, they will have to complete a return to practice programme.
7. The standard, kind and content of preparation for advanced practice will be specified by the Council. Advanced practitioners must have an appropriate Council-approved qualification recorded on the register.
8. To be eligible to practise, individuals must every three years: submit a notification of practice; either provide verification that they have completed their personal professional profile satisfactorily, or show evidence that they have completed a return to practice programme; and, pay their periodic fee.
9. Practitioners after a break of less than five years returning to practice using a specific registered qualification shall submit a notification of practice and, within the following calendar year, provide verification that they have completed their personal professional profile satisfactorily.