

**Building on ambitions for community and
public health nursing:**

**Post-registration
standards consultation:**

**SPQ Community learning disabilities
nursing webinar**

26 April 2021

Housekeeping

- Everyone, except the presenters, are automatically muted
- The “raise your hand” feature will not be used today
- Use the “?” feature or speech bubble to submit any questions or comments at any time
- The technology prevents these being visible during the webinar but they will all be uploaded to the NMC site afterwards, along with the session recording and slides
- We’ve added live-captioning to make our events more accessible
- Audio-only participants can email questions and comments to PRSCOI@nmc-uk.org
- We can’t address individual points but everything is being noted for consideration
- Key emerging themes will be shared in the second part of the webinar.

The NMC Education change programme 2016-2021

We have renewed and updated our standards for:

- Pre-registration nursing
- Pre-registration midwifery
- Nursing Associates in England
- Prescribing
- Return to Practice

There are 2 sets of standards:

1. 'standards of proficiency': Describe what people need to know and be able to do
2. 'education and training standards': these are for universities and partners. They describe how our programmes should be taught, managed, and how students should be supervised and assessed

The final project concerns post registration qualifications



- Standards of proficiency for Specialist Community Public Health Nursing (SCPHN) in the following fields of SCPHN practice
 - Health Visiting
 - School Nursing
 - Occupational Health Nursing
- **Standards of proficiency in Community Nursing Specialist Practice Qualifications (SPQ)**
- **Programme standards for both qualifications**

Poll question 1

Which country are you based in?

- England
- Scotland
- Wales
- Northern Ireland
- Other

Poll question 2

Which of these best describes the setting you work in?

- Community
- Health and justice
- Social care
- Education
- Other

If your role doesn't fit into any of the above, type in 'Other' in the chat box and tell us what your role is.

Total number of people with community SPQ on our register (March 2020 comparison with Sep 2020)

Community nursing SPQ	Numbers at 31.03.2020	Numbers at 30.09.2020	+/-
Children's	867	866	-1
Learning disabilities	423	418	-5
Mental health	1220	1202	-18
District Nurse	15,428	15,445	+17
General practice	1696	1680	-16
Total	19,634	19,611	-23

NB: These figures do **NOT** reflect every nurse who works in the community

How did we start?

The health and care strategies of the four countries of the UK:

- More care provided out of hospital
- Ability to provide more complex care and treatment in settings in or near to people's homes
- A multidisciplinary team approach to caring for communities
- Expansion of skills of professionals allied to medicine
- Inter-agency working
- Emphasis on public health and wellbeing.

A range of evidence:

- Research evidence
- Stakeholder views
- Mapping to other similar standards
- Information from regulation (numbers of registrants, numbers of approved programmes)

Co-producing new SPQ and associated programme standards

- **Independent chair** and a post-registration standards steering group (PRSSG UK wide representation)
- **Independent chair** for SPQ
- **Independent chair** for programme standards
- Standards discussion groups for:
 - SPQ (x3 includes practitioners, educators, prof bodies)
 - Programme standards (educators from AEs and practice)
 - Prescribing and specialist community practice
 - Public health and research group

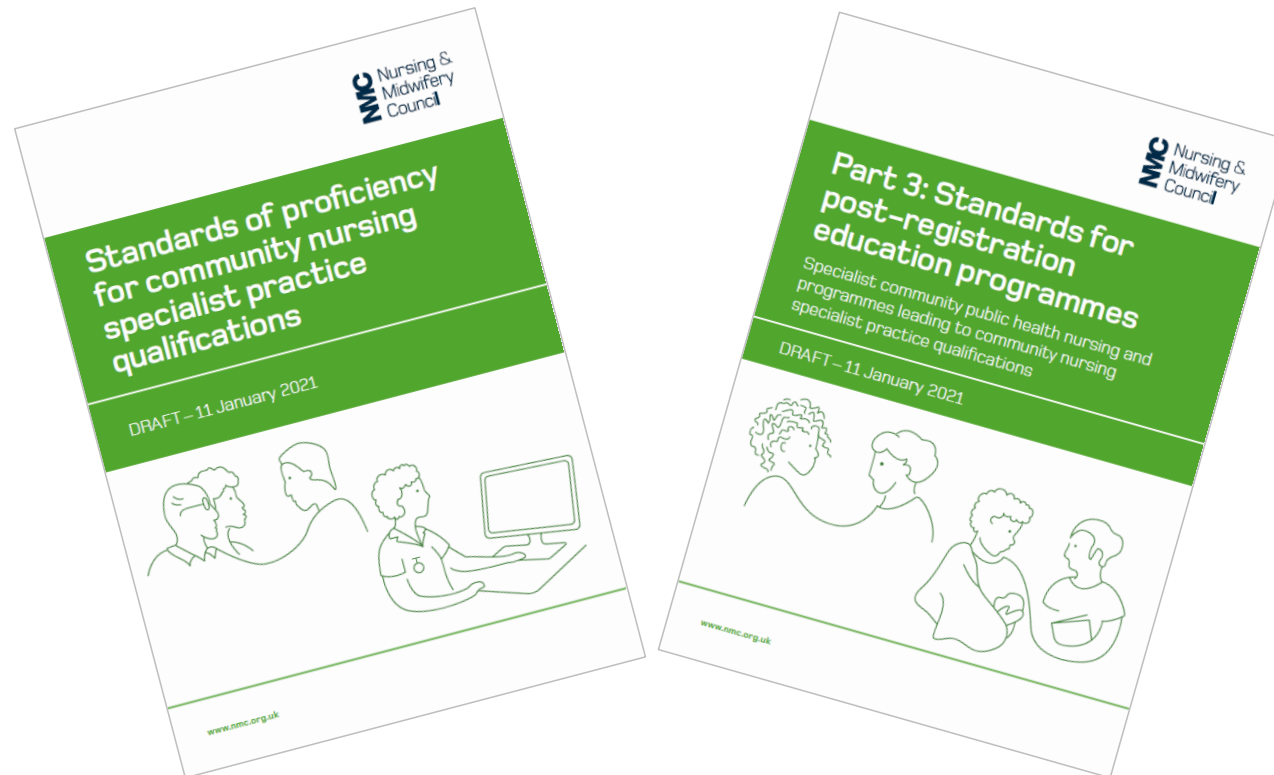
What was the vision for Specialist community nursing

- Pivotal to community care
- Clinical experts
- Autonomous practitioners
- Leaders (services, teams)
- Recognition/Value

Drafting SPQ standards



Draft standards (English versions)



Development of SPQ standards

Vision for specialist community nursing



Thematic analysis from evidence and engagement



Themes tested with internal drafting groups (IDGs x3) and engagements



Themes converted into regulatory standards and tested with stakeholders



Fine tuning via 'challenge sessions'

Characteristics of the new standards



- **Format of the Future nurse standards used** surpassing the content of knowledge and skill
- **Current specialist practice annotations are retained on the register** Children's community nursing (CCN), **Community learning disabilities nursing (CLDN)**, Community mental health nursing (CMH), District nursing (DN), General practice nursing (GPN)
- **Plus a proposed new community SPQ** (field not specified) for specialist community nurses in new and emerging roles across health and social care (such as social care, prisons, care homes, hospices)

Platform headings: RN and SPQ

Registered Nurses (Future nurse) proficiency headings	(Post registration draft standards) RNs with SPQ proficiency headings
Be an accountable professional	Being an accountable and autonomous professional
Promoting health and preventing ill health	Promoting health and preventing ill health
Assessing needs and planning care	Assessing peoples' abilities and needs, and planning care
Providing and evaluating care	Providing and evaluating evidence-based care
Leading and managing nursing care and working in teams	Leading and managing teams
Improving safety and quality of care	Leading improvements in safety and quality of care
Coordinating care	Care co-ordination and system leadership

Core and bespoke aspects of practice:



Community Children's nursing	Community Learning Disabilities nursing	Community Mental Health nursing	District Nursing	General Practice Nursing
Differential diagnosis – advanced level assessment skills	Holistic health assessment , recognition of the risk of diagnostic overshadowing	Diagnosis and assessment formulation, recognition of risk of diagnostic overshadowing	Assessing clinical complexity, advanced clinical assessment	Consultation adaptability, assessment and diagnosis
Advocacy – for child and for the family and educating the family as decision makers and care givers	Appropriate use of relevant legislation, advocacy and reasonable adjustments	Advanced understanding and use of mental health legislation including advocacy	Managing environmental, challenging and unpredictable situations, Educating others	Confidence in decision making within the consultation process, advocating for patients
Providing care to children with complex, life limiting conditions , and acute short term conditions	Managing health complications specific to people with learning disabilities, Therapeutic interventions	Risk assessments Therapeutic interventions , social prescribing, using community assets and NMP (deprescribing)	End of life care , coordination of other services and agencies	Social prescribing, NMP, Asset based approaches and health improvement
Managing transition from children's to adult services	Include care, support and public health of children and young people	Public health	Managing and delegating complex care and large caseloads	Public health and population health (including those who find it hard to engage)

Examples of key areas for Community learning disabilities nursing

Conducting
advanced
person-centred
assessments

Advocating
with and for
the person

Positive
behaviour
support and
therapeutic
interventions

Understand
and interpret
legislation

Avoidance of
diagnostic
overshadowing

Linking to the
community
assets

Risk
assessment –
positive risk
taking

Recognising
what's normal
and what's not
for every
person

Examples of draft standards that address those areas

3.11. Critically apply **diagnostic reasoning** to clinical decision making, taking into account **differential diagnosis** and the potential for **diagnostic overshadowing**

5.3 Identify and **collaborate with a range of community resources**, including third sector and faith-based support resources

4.5. Initiate a range of evidence-based care and **treatment interventions**, including **therapeutic interventions**, social prescribing and care that may be supportive, curative, symptom relieving or palliative

3.5. Make **best interests decisions** within the required legislative framework if, after seeking informed consent and making reasonable adjustments, your professional judgement is that a person lacks capacity to make a specific decision at that time

6.1. **Interpret health and safety legislation and regulations** in order to develop local policy and guidance to support staff working across the range of home and community environments

Things to consider when responding to the consultation



- Applicability of proficiencies across different fields of practice
 - do the draft standards reflect what CLDNs need to know and be able to do?
- Determining need for bespoke CLDN standards
 - what additional standards and skills are needed?
- Prescribing qualification
 - what level of prescribing practice do CLDNs need to have



Draft standards for post registration programmes

Standards follow the student journey



Selection, admission and progression

applicant's suitability for entry and continued participation on SCPHN and SPQ programmes

Curriculum

content, delivery and evaluation

Practice learning

specific to learning for SCPHN and SPQ programmes that takes place in practice settings

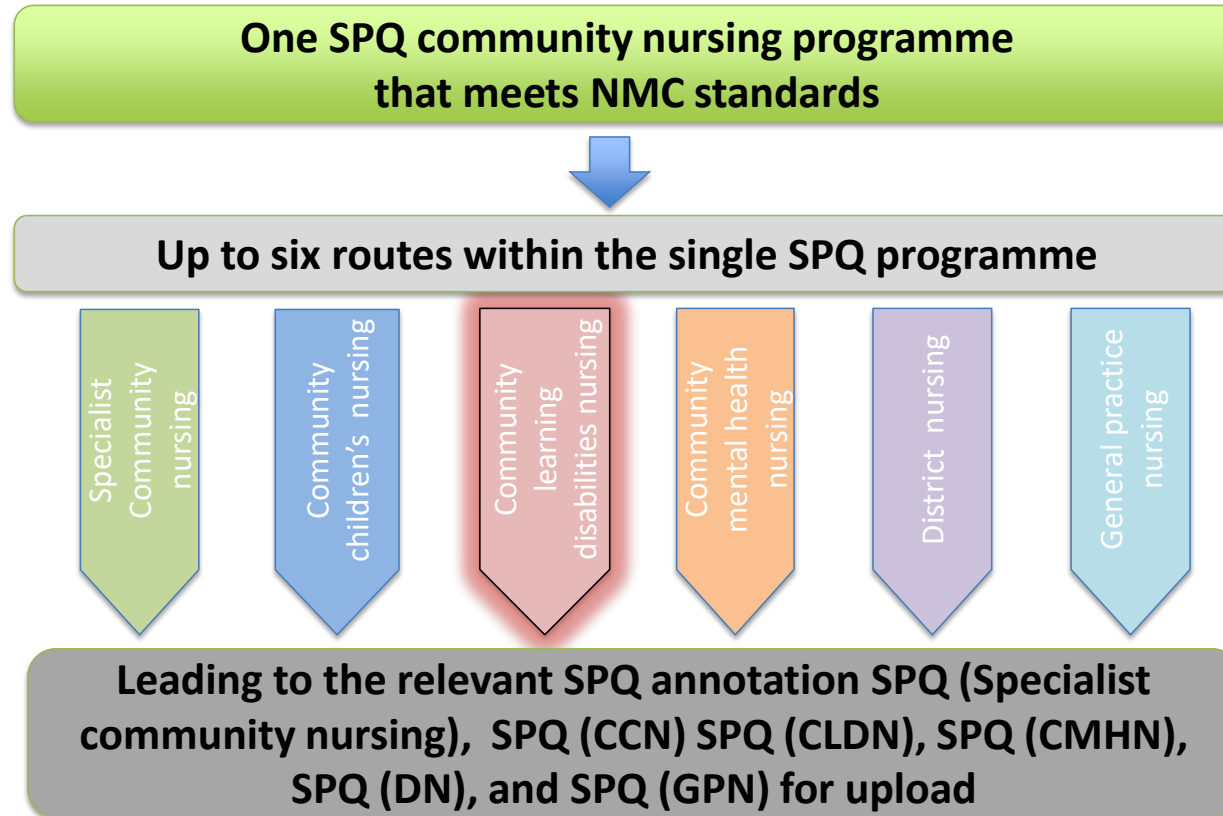
Supervision and assessment

safe and effective supervision and assessment of students

Qualification to be awarded

academic award and details relating to registering the student's award with the NMC.

Programme standards and QA



Field of practice and context specific standards



2.5 ensure programme learning outcomes reflect the:

2.6.2 Standards of proficiency for community nursing that are **tailored to the context of community practice**. These may be within community children's nursing, **community learning disabilities nursing**, community mental health nursing, district nursing, general practice nursing or in other specified field(s) of community nursing

2.6 set out the general and professional content necessary to meet the:

2.6.2 Standards of proficiency for the community nursing SPQ **that is tailored to the specified field of community learning disabilities nursing practice**

2.7 ensure that **field-specific content** is included for the relevant community nursing SPQ annotation

3.3 provide practice learning opportunities that allow students to develop, progress and meet the Standards of proficiency for **their intended SPQ**

4.5 assess the student's suitability for award and confirm overall proficiency based on the successful completion of a period of practice learning relevant to **their intended SPQ**

Key topics to think about



- Entry and admission criteria
- Specific curricula requirements for this SPQ route
- Consolidated practice
- Supervision and assessment
- Qualification / award level





Participate in the consultation

<https://www.nmc.org.uk/about-us/consultations/current-consultations/future-community-nurse/get-involved-if-youre-a-healthcare-professional/how-to-get-involved/>

Find out more

- Website – **nmc.org.uk/future-community-nurse**



@NMCnews

#FutureCommunityNurse

- Send questions to – **prscoi@nmc-uk.org**

Read our consultation documents



Professional (English)

Public (English)



Professional (Welsh)



Public (Welsh)



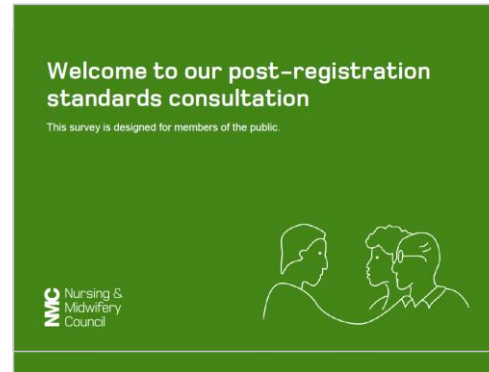
Select the right consultation questions



Professional (English)



Public (English)



Easy read

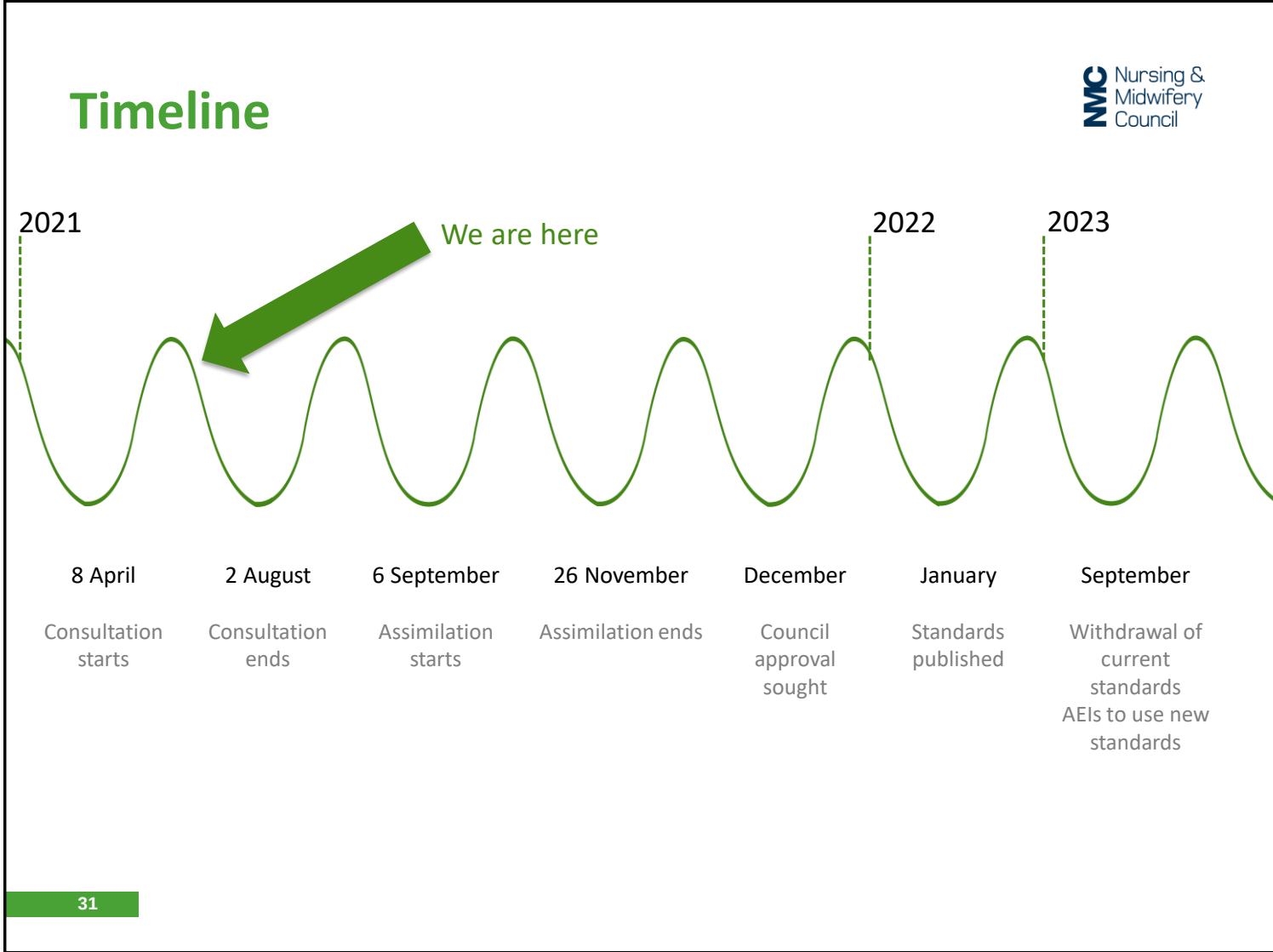


Professional (Welsh)



Public (Welsh)





Poll question 3

Do you understand more about the draft post-registration standards, and enough to now participate in the consultation?

- Yes
- No
- Not sure

Thank you

For enquiries contact us at

PRSCOI@nmc-uk.org

NMC Nursing &
Midwifery
Council



Details:

Pre-consultation stakeholder engagement



- **Stakeholder engagement** conducted between June – October 2020
 - 12 webinars
 - 16 roundtable discussion groups
 - 250 'virtual postcards' with stakeholder feedback
- **Independent analysis of themes by Pye Tait** from engagement to inform standards drafting:
<https://www.nmc.org.uk/globalassets/sitedocuments/education-programme/post-registration-review---pye-tait-report-pre-consultation-engagement-themes-november-2020.pdf>
- **Report by Communications and engagement team :**
<https://www.nmc.org.uk/globalassets/sitedocuments/education-programme/post-registration-review---pre-consultation-engagement-report.pdf>

