

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

**Post-registration
standards consultation:**

SCPHN Health visiting webinar

29 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.

Aim for today's session

To:

- encourage discussion and participation in our public consultation

By:

- providing a brief overview of the development of draft SCPHN standards and programme standards – focussing on health visiting
- discussing themes you think may be important for future SCPHN health visiting

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 designed, delivered and managed, and how students should be supervised and assessed

The final project focuses on 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

A thick, light green curved line starts from the top left and curves downwards towards the bottom left, passing behind the poll question text.

Poll question 1

Which country are you based in?

- England
- Northern Ireland
- Scotland
- Wales
- Other

Poll question 2

Which of these best describes your practice?

- Health visiting
- Occupational health nursing
- School nursing
- Other public health role
- Education

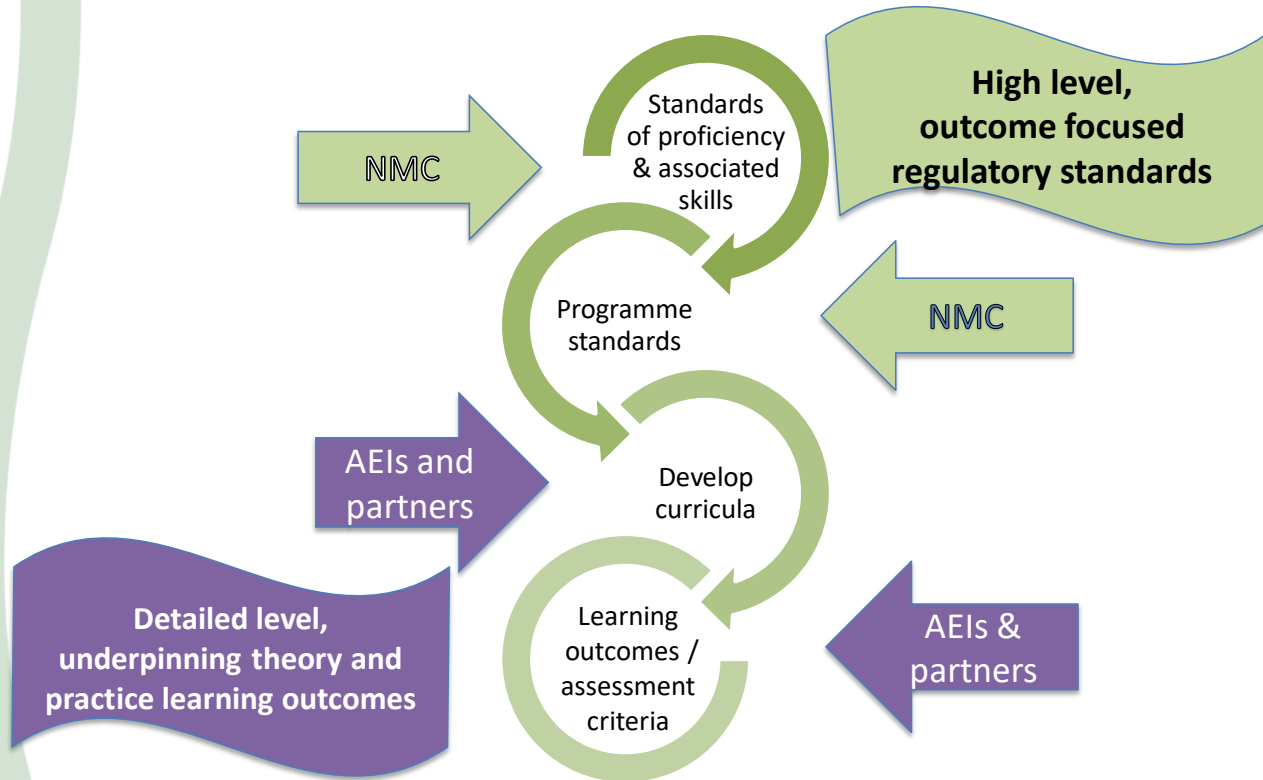
**If your role doesn't fit into any of the above,
type in 'Other' in the chat box and tell us what your role is.**

Total number of people with SCPHN registration (March 2020 comparison with Sep 2020 figures)

SCPHN field	31.3.2020	30.9.2020	+/-
Health visitors	22,882	22,724	-158
Occupational health nurses	3,220	3,228	+8
School nurses	3,923	3,961	+38
SCPHN other	367	367	0
Total	30,392	30,280	-112

NB: These figures do **NOT** reflect all professionals working in public health roles

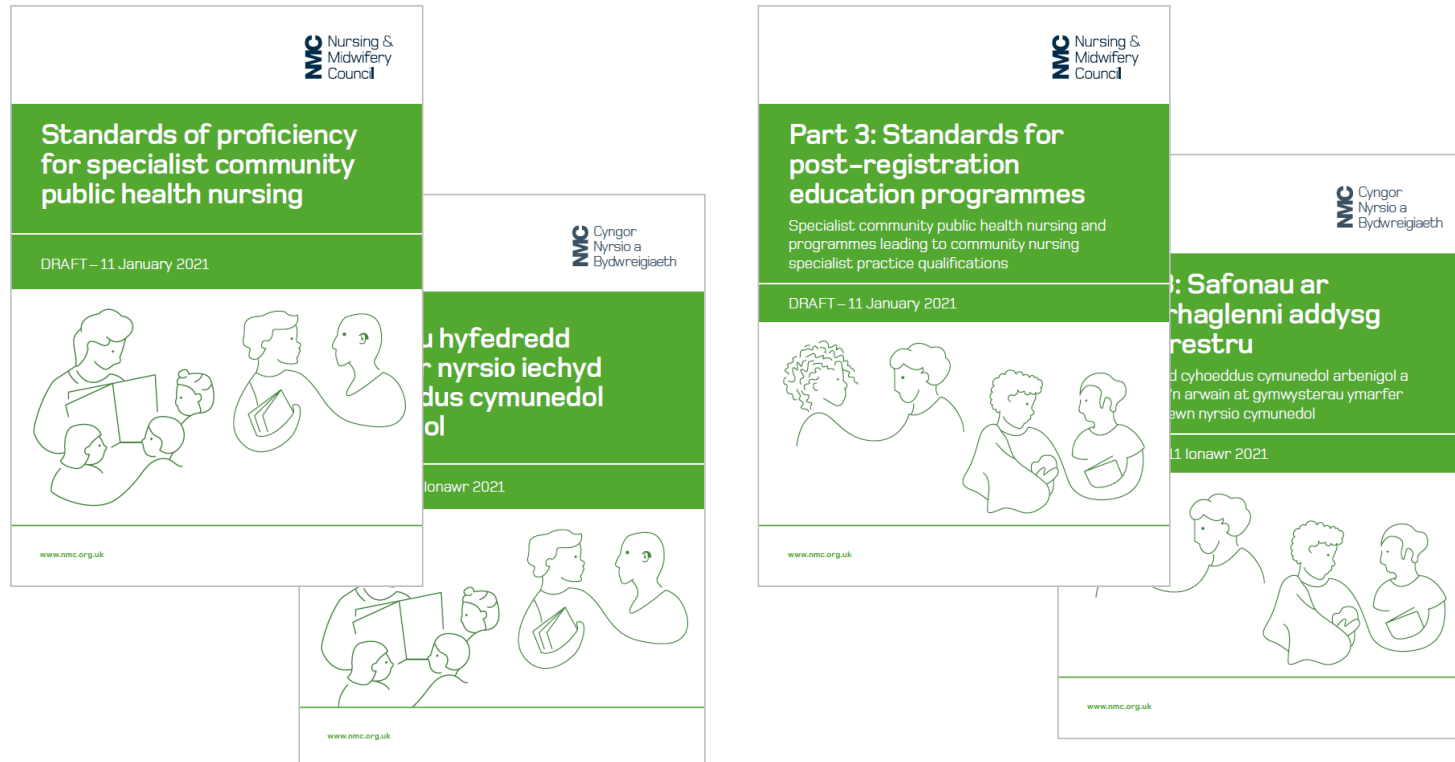
NMC, AEs and Practice Placement Partners: who does what



Drafting SCPHN standards



Draft standards documents: SCPHN



How did we start?

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

- Increased emphasis on public and population health of people, communities and populations
- Noteworthy targeting of specific public health issues
- Increasing recognition on need to tackle health inequalities and enable health equity

A range of evidence:

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

Plus learning from the pandemic

Co-producing new SCPHN and associated programme standards

- **Independent chair** and a post-registration standards steering group (PRSSG UK wide representation)
- **Independent chair** for three fields of SCPHN practice
- **Independent chair** for programme standards
- Standards discussion groups for:
 - Core, health visiting, occupational health nursing and school nursing (includes practitioners, educators, professional bodies)
 - Programme standards (educators from AEs and practice)
 - Prescribing and specialist community practice
 - Public health and research group

Starting point: Vision for SCPHN



Nurses (and midwives) who are:

- **autonomous** practitioners in public health
- **capable** of adopting a life course approach to their professional practice that is considerate and inclusive
- **driven** by evidence and research
- **champions** for health and well-being, and health improvement; knows how to and can effect change that reduces health inequalities
- **excellent** communicators and educators
- **leaders** and collaborators in creating/implementing strategy and policy that ensures interventions positively affect the health of people, families, communities and populations
- **advisors** in safety and quality practice delivery

SCPHN health visiting



Vision for health visiting

Health Visitors are in the front line of public health, uniquely placed to reach every child in their own home, connected to their whole family and community.

They:

- Build trusting relationships with individuals and families, understanding their needs and strengths to empower them to positively affect their health outcomes
- Lead services that are policy driven, with creativity and resourcefulness and measure the impact of their interventions to demonstrate their worth
- Work within a collaborative system that ensures support for children and families is personalised, effective, timely and proportionate

Starting point: Vision for health visiting (continued)

They:

- Use their professional autonomy to adapt and tailor their response to the health and wellbeing needs of individuals, families and communities within diverse and changing contexts
- Embrace new technologies and expand their evidence-based knowledge and skills to lead change and continuously improve the quality of the service
- Advocate for fairness, equity and social justice which is reflected in their accessibility and commitment to prevention, early intervention, reducing health inequalities and the promotion and creation of health.

Characteristics of the new standards



- Identifying **commonality** for three distinct SCPHN professions with strong professional identities
- Articulating the **uniqueness** of the three fields of public health nursing
- Focusing on **public health practice**
- Developing **ambitious** standards that are agile and providing regulatory levers to influence the growth of these professionals

Structure of draft SCPHN standards

SCPHN core proficiencies		SCPHN field specific proficiencies		
A	Autonomous specialist community public health nursing practice			
B	Transforming specialist community public health nursing practice: evidence, research, evaluation and translation			
C	Promoting human rights and tackling inequalities: assessment, surveillance and intervention	HV	OHN	SN
D	Population health: enabling, supporting and improving health outcomes of people across the life course	HV	OHN	SN
E	Advancing public health services and promoting healthy places, environments and cultures	HV	OHN	SN
F	Leading and collaborating: from investment to action and dissemination	HV	OHN	SN

Development of SCPHN standards

Vision for each of the three fields of HV, OHN and SN

Thematic analysis from evidence and engagement

Themes tested with standards drafting groups (SDGs x4) and engagements

Themes converted into regulatory standards, tested in SDGs and engagements

Fine tuning via 'challenge sessions' to meet our 12 design principles

Some focused areas for HV proficiency

HVs are unique,
frontline
practitioners

Continuity of
care/ transition of
services

Perinatal mental
health and infant
health

Working with
families across the
life course

Extensive
knowledge of
community assets

Tackling
inequalities,
supporting those
who are
vulnerable

Safeguarding,
advocacy and
managing risk

Cultural sensitivity
and competence

Work
collaboratively,
leading services

Some examples of linkage between SCPHN Core and HV field specific standards



C. Promoting human rights and tackling inequalities: assessment, surveillance and intervention

Core C1: understand the causes of health inequalities and health inequity in communities and populations and take appropriate action to mitigate their impact on people and families

Health visiting C3: Critically analyse and apply evidence based knowledge of the broader determinants of health, intergenerational cycles of deprivation and health inequalities that affect the physical, mental, social, emotional and spiritual health and wellbeing of children, parents, carers and families

F. Leading and collaborating: from investment to action and dissemination

Core F8: be an ambassador, role model and compassionate leader in public health nursing to promote, influence and effect change that improves the health outcomes and wellbeing of the people and communities served.

Health visiting F2: Lead creative, flexible approaches to engage and collaborate with parents and carers in child health promotion programmes, including advising and supporting decision making

Things to consider when responding to the consultation

- Applicability of proficiencies across different fields of practice - do the draft standards reflect what HVs need to know and be able to do?
- Determining adequate balance of Core and HV specific standards - are any additional standards needed?
- Design principle check – are the standards ambitious, outcome focussed, future proofed?
- Prescribing qualification
 - is it needed for future HV practice?

Draft standards for post registration programmes

Draft programme standards structure

The draft standards are outcome focused and presented in one post-registration standards document that has:

- Standards that apply to both SCPHN and SPQ programmes
- Bespoke standards that apply to SCPHN programmes only
- Bespoke standards that apply to SPQ programmes only

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

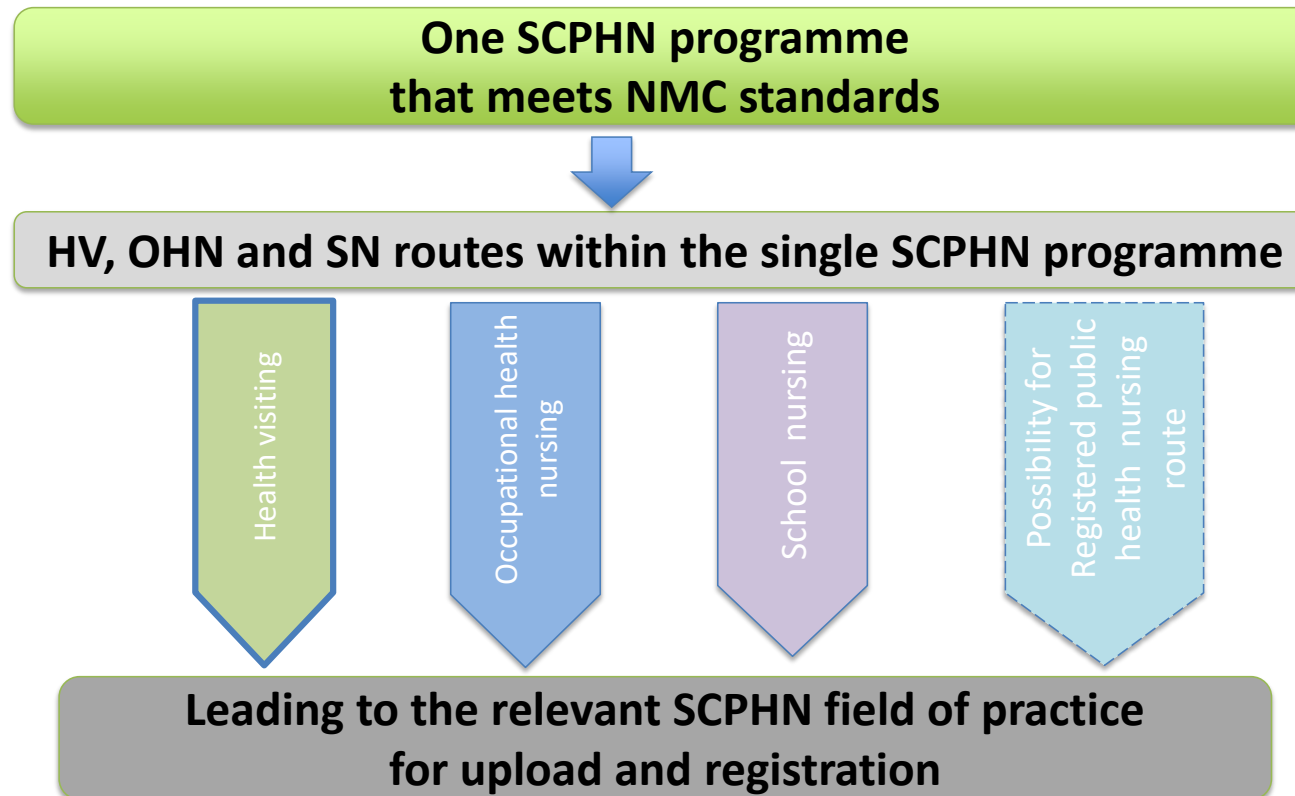
Supervision and assessment

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:

2.5.1 Standards of proficiency for SCPHN and each relevant field(s) of SCPHN practice:

health visiting, occupational health nursing, school nursing

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

2.6.1 Standards of proficiency for each relevant field of SCPHN practice: **health visiting**, occupational health nursing, school nursing

2.7 ensure that **field-specific content** is included for entry to the register in **each** field of SCPHN practice

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

3.3.1 **intended field of SCPHN practice**: health visiting, occupational health nursing, school nursing

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:

4.5.1 intended field of SCPHN practice: **health visiting**, occupational health nursing, school nursing

Key topics to think about

- Entry and admission criteria
- Specific curricula content requirements for health visiting
- Consolidated practice
- Supervision and assessment
- Qualification / award level

Poll question 3

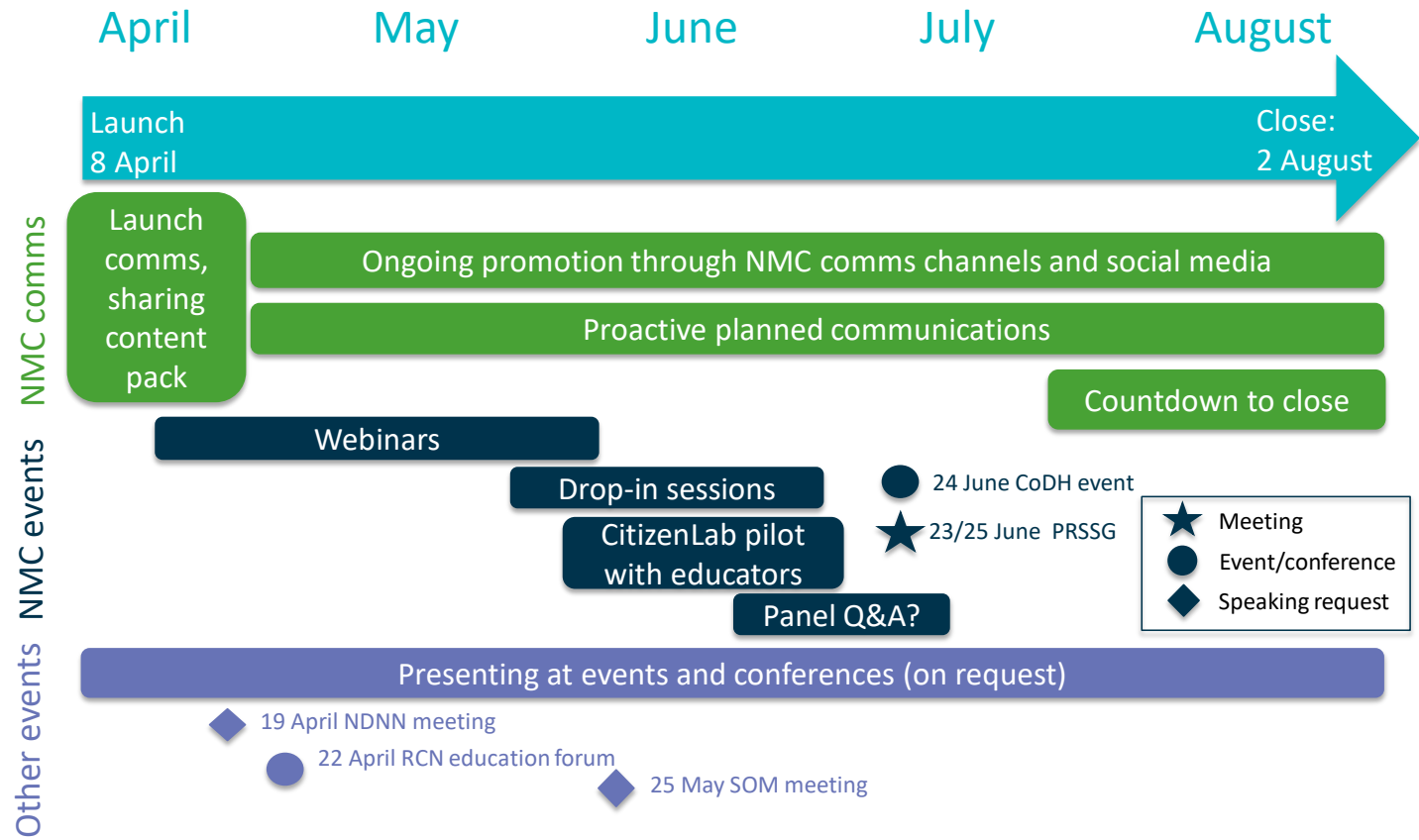
Do you understand more about the draft post-registration standards, and enough to now participate in the consultation?

- Yes
- No
- Not sure

Ways to 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/>

Consultation events overview



Consultation info on NMC website



[Home](#) > [About us](#) > [Consultations](#) > Building on ambitions for community and public health nursing

A consultation on draft standards for community and public health nursing.



Get involved if you're a member of the public

[→](#)



Get involved if you're a healthcare professional

[→](#)

[> Why we're looking at our post-registration standards](#)

[> Our post-registration chairs](#)

[> Our post-registration standards steering group](#)

[> Webinars and events](#)

Post-registration consultation document for professionals

This consultation document aims to provide an overview of our post-registration standards project, and how the new draft standards were developed in collaboration with stakeholders. It also sets out the next steps and how you can get involved and respond

[📄 Post-registration consultation document for professionals](#) [📄 Cymraeg](#)

Our draft standards:

- [📄 Standards of proficiency for specialist community public health nursing](#) [📄 Cymraeg](#)
- [📄 Standards of proficiency for community nursing specialist practice qualifications](#) [📄 Cymraeg](#)
- [📄 Part 3: Standards for post-registration education programmes](#) [📄 Cymraeg](#)

Our online survey

You can view our online survey and what questions we'll ask in the documents below. However, we kindly ask you not to fill these in but use our [online survey](#) instead.

[📄 Post-registration standards consultation survey for professionals](#) [📄 Cymraeg](#)

If you need accessible formats, [please get in touch](#).

[← Previous](#)
[Overview](#)

[Next →](#)
[How to get involved](#)

Related pages

- [> Building on ambitions for community and public health nursing](#)
- [> Why we're looking at our post-registration standards](#)
- [> Webinars and events](#)

Read our consultation documents



Professional (English)

Public (English)



Responding to the consultation

NMC website

How to get involved

Contents

- [Overview](#)
- [Consultation documents](#)
- [How to get involved](#)

This consultation will run for 16 weeks from 8 April until 2 August 2021. To respond to this consultation, please complete the consultation survey.

[Take part in our survey as a healthcare professional](#) →

Information about our online survey

All the questions on our survey are optional except for the "About you" questions. This is so we know we've engaged with a diverse and broad range of people.

Responses on behalf of organisations will be analysed separately from responses from individuals, so it's important that we know which capacity you are responding in.

If you're responding on behalf of an organisation we'll ask for your name and the organisation's name. However, you have the option to remain anonymous if you wish.

If you're responding as an individual we won't ask for your name. Therefore, you won't be able to change your responses after.

You can [contact us](#) if you have any questions.

Related pages

- [Building on ambitions for community and public health nursing](#)
- [Why we're looking at our post-registration standards](#)
- [Webinars and events](#)

Pye Tait survey



To launch the survey - please select your preferred language and click 'Next':

I lansio'r arolwg - dewiswch yr iaith a ffefrir gennych a chliciwch 'Nesaf':

☐ English

☐ Cymraeg/Welsh

Progress

[➤](#)

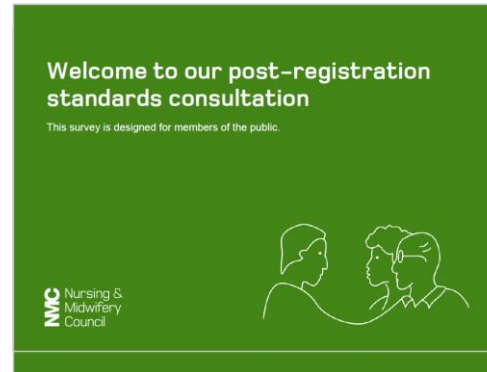
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CONSULTING

Select the right consultation questions

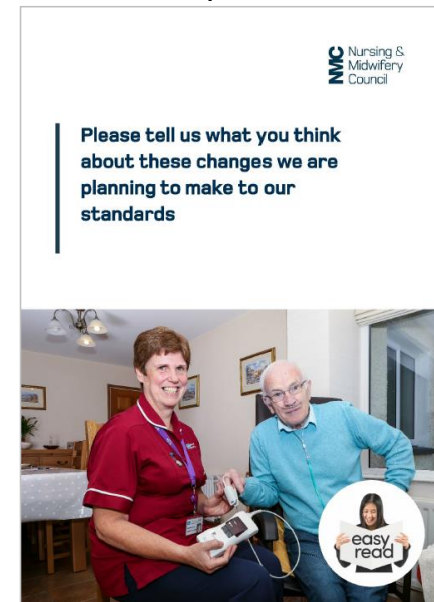
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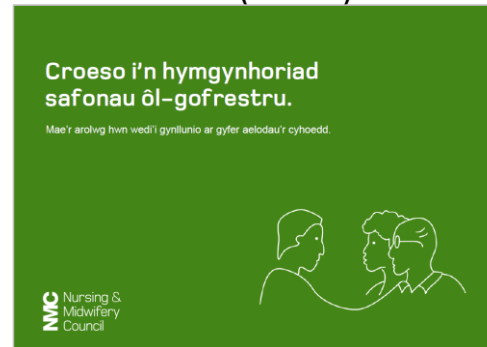
Easyread



Professional (Welsh)



Public (Welsh)



Timeline



Find out more

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



@NMCnews

#FutureCommunityNurse

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

Thank you

For enquiries contact us at

PRSCOI@nmc-uk.org

