

Post registration standards review

A white line-art illustration on a green background. It depicts two people in profile. The person on the left is pointing towards a laptop screen held by the person on the right. The person on the right is wearing a badge on their chest.

SCPHN update

October 2020

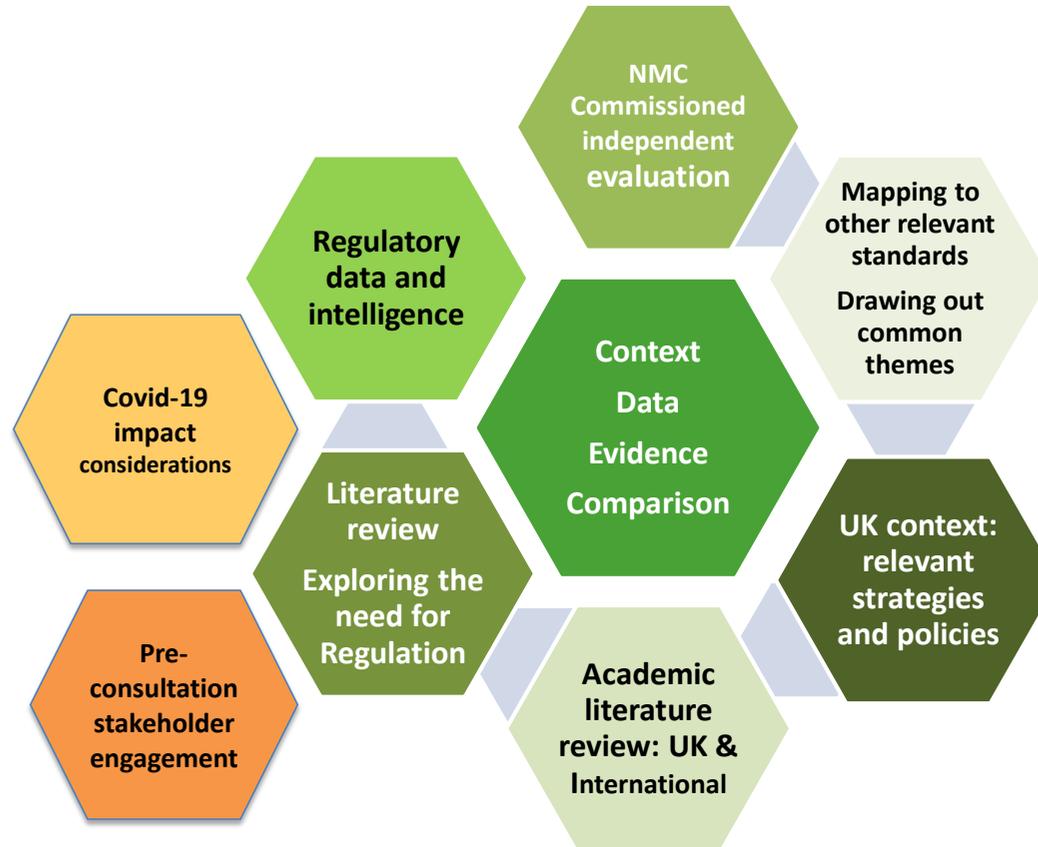
Welcome and housekeeping

- 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
- 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 points raised in the chatbox will be shared in the second part of the webinar
- The session will be recorded

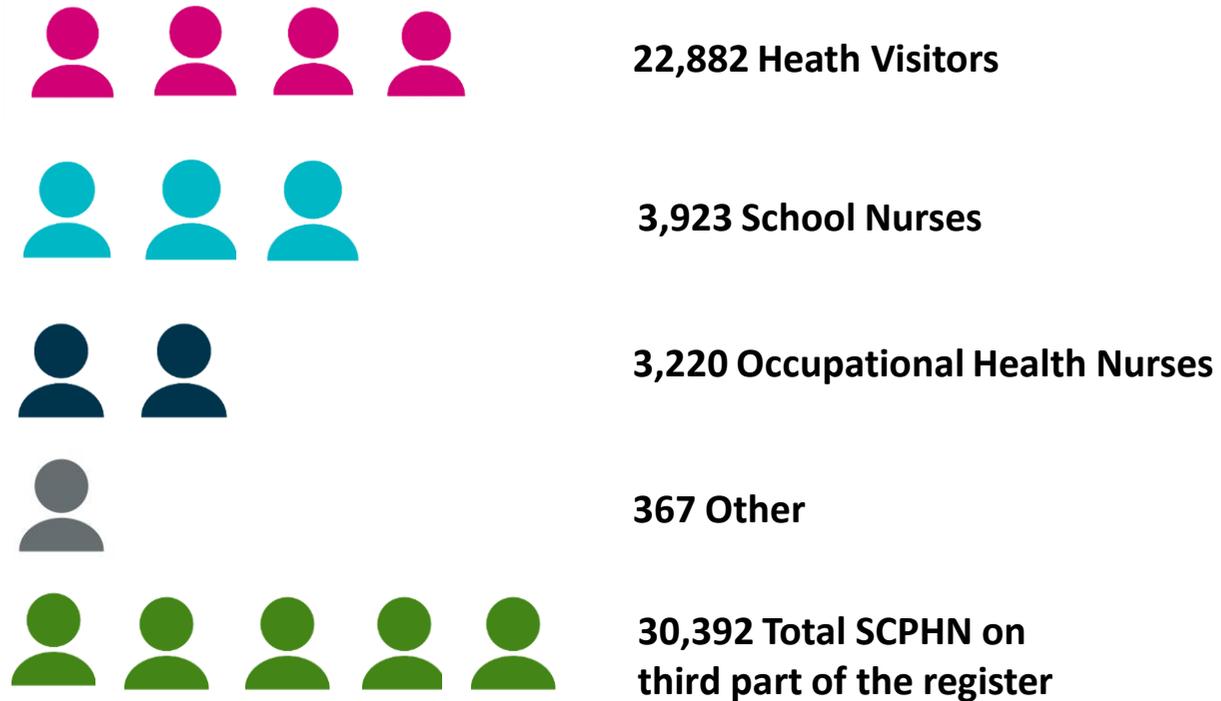
Overall Project Aim: a reminder

- To develop new standards of proficiency for Specialist Community Public Health Nursing (SCPHN) in the following fields of SCPHN practice
 - Health visiting
 - School Nursing
 - Occupational Health Nursing
- To scope out the content for new Specialist Practice Qualification (SPQ) standards of proficiency in Community Nursing
- To develop associated programme standards

Sources of evidence: a reminder



People on our register with specialist community public health nursing qualifications



Poll question 1

Which country are you based in?

- England
- Northern Ireland
- Scotland
- Wales
- Other

Poll question 2

How would you describe your employment role?

- Frontline practitioner
- Educator
- Employer
- Policy/research
- Advocacy/voluntary sector representative

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.

Progress so far



Post registration Steering group recommendation to Council

To develop new draft:

- Core SCPHN standards that applies to Health Visiting, Occupational Health Nursing and School Nursing
- Distinct standards for each of the following three SCPHN fields of practice:
 - Health Visiting
 - Occupational Health Nursing
 - School Nursing
- Associated programme standards

Update on activity: January – October 2020

NMC Post registration standards	2020									
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Council agree direction of travel	29									
Project scoping, initial evidence gathering, identifying SMEs	→									
Re-planning, evidence collection, initial SCPHN core meeting			→							
Evidence collection, engagement planning, SCPHN & SPQ discussions				→						
Extensive (Virtual) Stakeholder engagement, ongoing SME discussions						→				
Evidence consolidation, User testing preparation, consultation planning							→			
Stakeholder feedback consolidation, standards drafting and refining									→	

Communications and engagement

Webinars

- SCPHN core 29/06 – 650 attendees
- School nursing 10/07 – 325 attendees
- Occupational health nursing 15/07 – 277 attendees
- Health visiting 21/07 – 468 attendees

Roundtables and discussions

- 5 sessions specific to SCPHN (core, educators, SN, HV, OH) – 105 attendees across these sessions
- Additional 8 sessions covering both SPQ and SCPHN including employers, educators and advocacy groups
- Individual calls RCPCH, RCPsy, plus organisations representing diversity in nursing (e.g. Sikh Nurses UK, Nigerian Nurses Assoc, Mary Seacole Trust)

SCPHN Core Update

**In co-production with
independent chairs and
SCPHN core standards
discussion group**



Vision for SCPHN standards

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

Core SCPHN themes arising from our evidence review

- Autonomous professional practice in **public health**
- **Research and evidence** that underpins practice
- **Leadership** – of teams, of services and of support/care
- **Specialists** in population health...and knowing how to improve public health and well being through interventions for individuals, families, communities, populations
- **Promoting** human rights, **addressing** wider determinants of health and tackling inequalities
- **Working 'shoulder to shoulder' with others** – **professional credibility**

Some additional SCPHN themes from engagement

- Cultural competence
- Think global act local
- Health focus not just health care
- Sustainable development goals/cross government working
- Bio-psychosocial model of health
- Undertaking research – taking a lead role in addition to using research and data to improve Public Health outcomes
- Commercial and business acumen – commissioning development & delivery of public health services
- Emergency/disaster/pandemic planning
- Prescribing and social prescribing

SCPHN standards arranged under six section headings

Section	Title
A	Autonomous public health nursing practice
B	Transforming public health nursing practice: evidence, research, evaluation and translation
C	Promoting human rights and tackling inequalities: assessment, surveillance and intervention
D	Population health: enabling, supporting and improving health outcomes across the life course
E	Advancing public health services and promoting healthy environments and cultures
F	Leading and collaborating: from investment to action and dissemination

Poll question 3

What should we call the section headings?

- Domains
- Platforms
- Pillars
- Spheres (of SCPHN influence)
- Other (please add in comments box)

Health Visiting Bespoke Standards Update

Co-production with HV independent chair and HV standards discussion group

Vision for Health Visiting

Health Visitors:

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

Vision for HV standards

Health Visitors continued:

- 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.

Themes for bespoke Health Visiting standards

- **Engagement with parents/carers** – build positive relationships on trust, cultural competency
- **Infant nutrition and feeding** – supporting choices using evidence to provide tailored advice
- **Early child development and learning** – empowering families
- **Perinatal mental health** – identifying the need for support
- **Effects of trauma** – professional judgement
- **Universal, holistic health assessments** – individualised approach and knowing when to provide additional support
- **Effects of tobacco/alcohol/substance misuse** – making every contact count, linking to other services
- **Child maltreatment and neglect** – professional curiosity
- **Prescribing** – not just writing prescriptions!
- **Assistive technologies** – using it to enable access

School Nursing Bespoke Standards Update

**Co-production with SN
independent chair and SN
standards discussion group**

Vision for School Nurse standards

School Nurses:

- **Advocate** for children and young people, championing a rights-based approach
- **Empower** children and young people to make informed lifestyle choices and reduce risk taking behaviour
- **Maximise** resilience in children and young people which endures into adult life
- **Collaborate** with partner agencies to ensure promotion of physical and emotional health and wellbeing
- **Promote** early interventions to prevent the outcome of need
- **Lead** a service which is policy driven and appropriate with what children and young people want and outcome focused

Themes for bespoke School Nursing standards

- **Specialist role:** improving mental and physical health and wellbeing for children and young people (CYP), families, communities, populations
- **Biopsychosocial factors:** and their impact on CYP
- **Promoting children's rights:** vulnerability, safeguarding, realising potential, building resilience, supporting transition and tackling inequalities alongside specific legal aspects
- **Life course approach:** promotion, protection, prevention, interventions on health and wider issues
- **Assessment:** universal and additional needs of CYP, risk assessment and management
- **Multi-agency collaboration :** Working with others in education, health & social work, public health
- **Impact of poverty/deprivation** – including digital poverty and access to services

**Occupational Health Nursing
Bespoke Standards Update
Co-production with
OHN chair independent chair and
OHN standards discussion group**

Vision for Occupational Health Nursing

- **Nurse leaders** who lead services and are **change agents** in the working environment now and in the future
- Possess **commercial acumen** and skills for strategic planning and influencing
- Lead on the **prevention** of work related ill health and disease (disease control strategy)
- Influence the working environment to **improve employability** through workplace design and maintaining a healthy and safe environment.
- Apply **innovation and creativity** to address working population health – ageing population, metabolic health
- Empowering OH nurses to close the gaps in health disparities and address social determinants – **act local think global!**

Themes for Occupational Health Nursing bespoke standards

- **Technology and analytics** – understanding the impact on workforce and harnessing positive benefits to improve health
- **Employment and productivity** – keeping those in work healthy and in work
- **Protecting workers** – health and safety, job design, surrounding communities and the environment for future generations
- **Health and rehabilitation** – value of work to health and value of health to work
- **Enabling access to work** – life course approach (entry for diverse individuals, retain, support following disability/illness, adjust)
- **Influencing** – using evidence and business acumen to develop and shape OH services
- **Value of OHN services** – for organisations and communities: ‘healthy workers raise healthy families’

Poll question 4

Do you agree with the themes that the bespoke HV, SN and OHN standards will focus on?

- Yes
- No
- Partially

Poll question 5

Is there anything that is obviously missing?

- Yes
- No
- Don't know

Programme Standards Update

**Co-production with
independent chair and
programme standards
discussion group**

Programme standards format: Drafting the specifics for 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 development

These outcome focused standards will be presented in one post-registration standards document that has:

- **Common 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

Additional considerations

- Drafting of specific standards within the **curriculum**, practice learning and **supervision and assessment** sections for both SCPHN and SPQ is dependent on the finalisation of the draft standards of proficiency
- **Balance of theory and practice** across the programme
- Whether the NMC needs to state requirement for **consolidated practice** period
- **Supernumerary** status
- **Length** of programme and **qualification** to be awarded

Poll question 6

Masters-level skills and knowledge are appropriate for these post-registration programmes...

- Agree
- Disagree
- Don't know

Key Milestones September – January 2021

Post registration standards key milestones	2020				2021
	Sep	Oct	Nov	Dec	Jan
SCPHN core drafting					
Bespoke HV, SN, OHN standards drafting					
Review of drafts “read across and read down” and re-drafting					
Legal review (including equality and public duty considerations)					
Finalising pre-consultation drafts, user testing					
Consultation preparation					
Seek Council permission to consult					
Consultation launch					

Poll question 7

Do you feel better informed of our plans to review and update the SCPHN standards?

- Yes
- No
- Partially

Thank you

For enquiries contact us at
PRSCOI@nmc-uk.org

NMC Nursing &
Midwifery
Council

