

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

**Post-registration
standards consultation:**

**SPQ Community children's nursing
webinar**

24 May 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

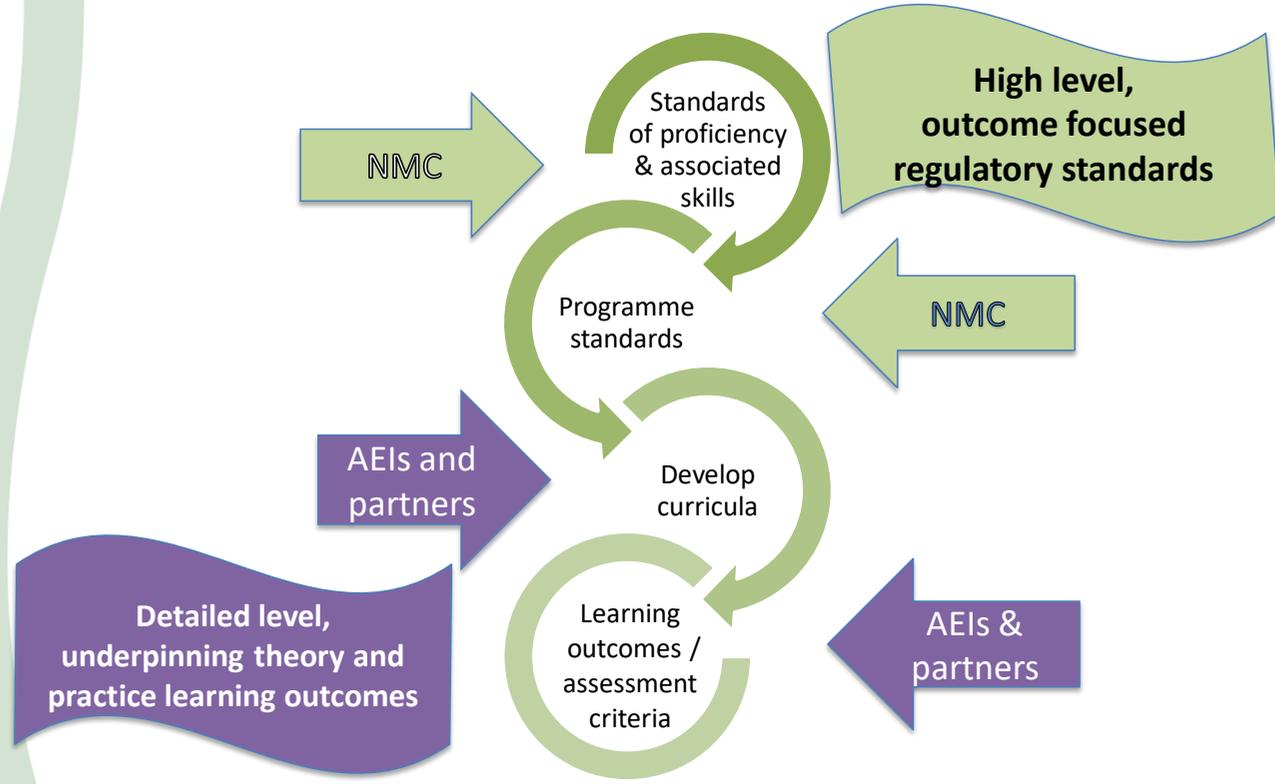
We have renewed and updated our standards for:

- 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.

Specifically NMC, AEs and Practice Placement Partners: who does what



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
- Northern Ireland
- Scotland
- Wales
- 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.

Register and programme data

Year	Number of SPQ CCN on our register 31 March 2017 – 31 March 2021
31 March 2017	849
31 March 2018	863
31 March 2019	858
31 March 2020	867
31 March 2021	864

There are **11** AElS approved to run SPQ CCN programmes of which **8** are running programmes

Poll 3

Which best describes your community children's nursing qualification?

- Registered nurse: children's
- SPQ Community children's nursing
- Masters in children's nursing
- Masters in advanced practice
- Other

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
- Emphasis on meeting people's mental health needs and care

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
 - Specialist nursing practice and research group

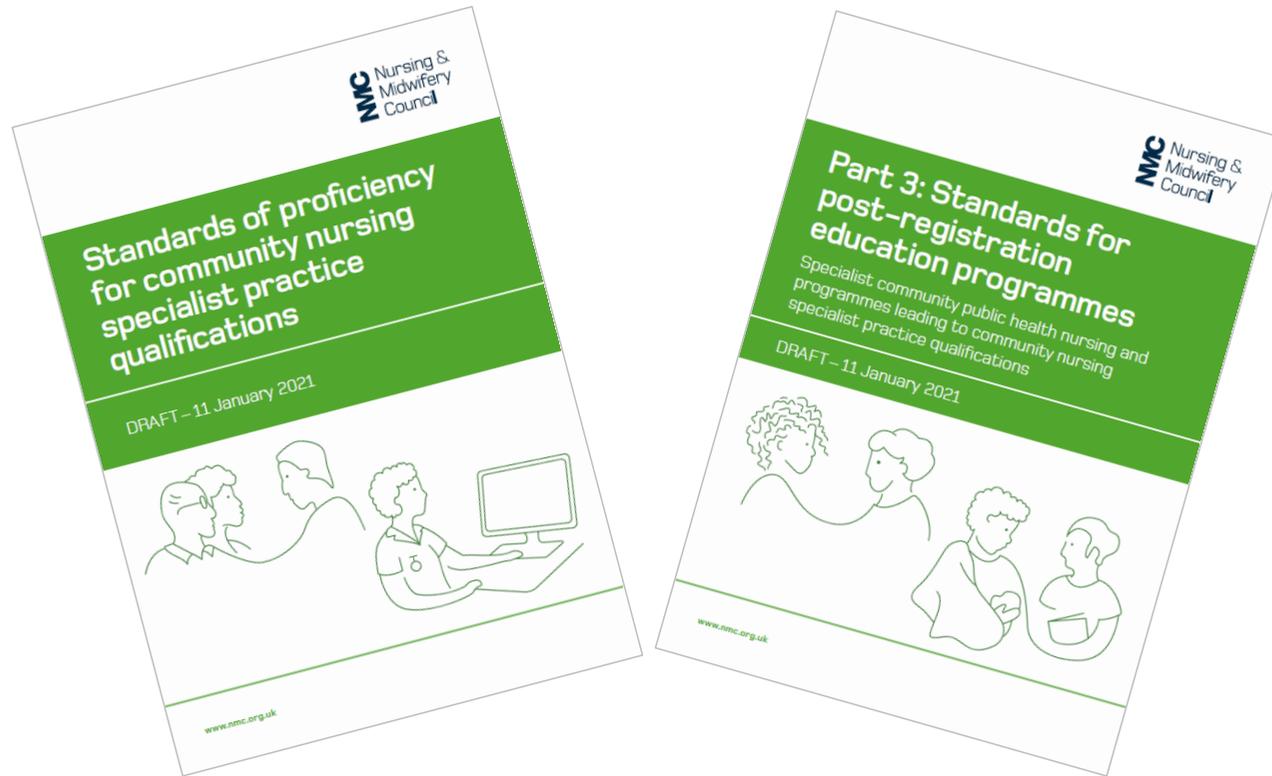
What was the vision for Specialist community nursing

- 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 Community children's nursing (CCN),** Community learning disabilities nursing (CLDN), Community mental health nursing (CMHN), 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 children's nursing

Managing
transition to
adult services

Advocating
with and for
the child

Differential
diagnosis

Advanced
communication
skills

Care for children
with complex
and life limiting
conditions

Partnership and
collaboration
with
families/carers

Recognition
of
deterioration

End of
life care

Examples of draft standards that address those areas

3.1 Create and apply a person-centred approach to care, **facilitating a partnership approach** to assessment, shared decision making and care planning when working with people, their families, communities and populations

3.8 Select and use appropriate **communication strategies and relationship management skills** when interacting with people, including families and carers, who have a range of mental, physical, cognitive, behavioural and social health challenges, and those at or near the end of life

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

4.1 Autonomously **manage complex episodes of care** from referral to service and admission to discharge from caseload or **referral to other appropriate services or agencies**

4.4 Proactively engage with, and **effectively and respectfully advocate for, people** using services provided by other professionals or agencies to identify and address any inconsistency, disagreement or conflict.

Things to consider when responding to the consultation

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

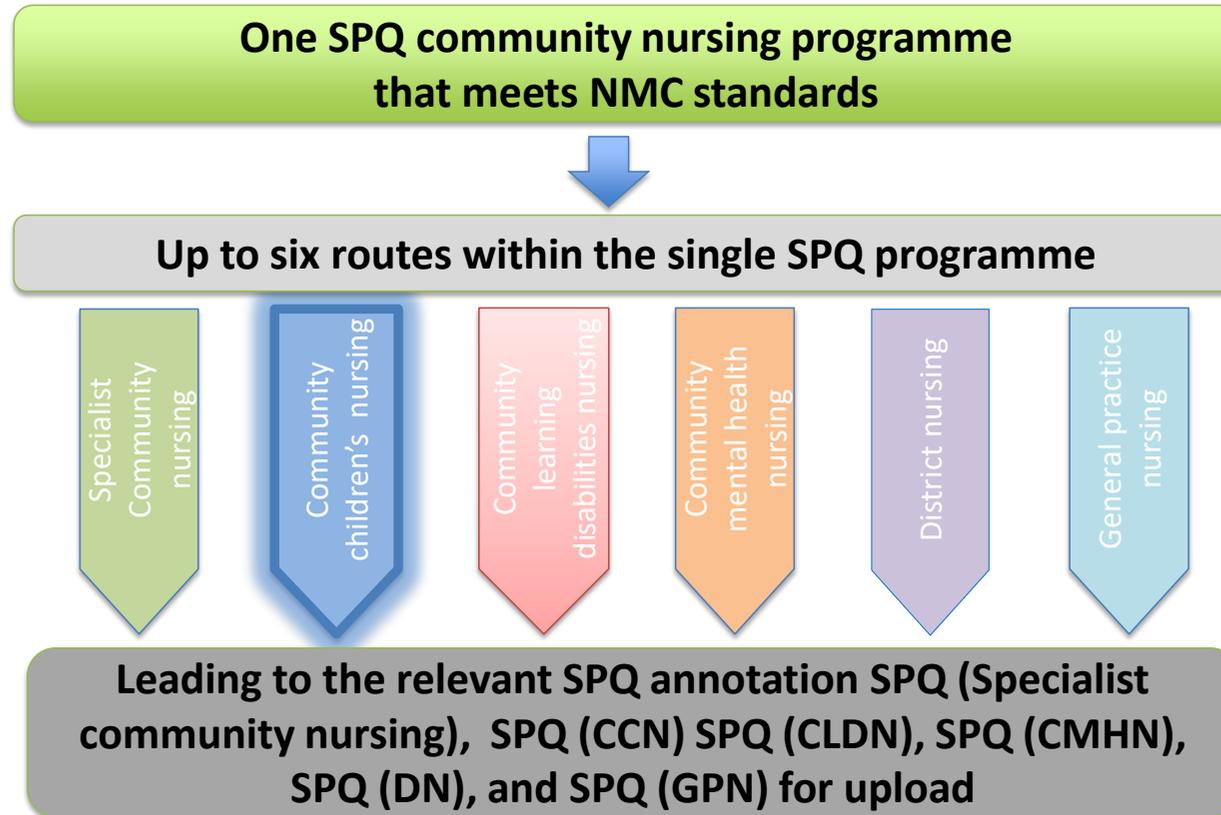
Supervision and assessment

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:

2.5.2 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 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**

Regulatory standards and programme outcomes: an example

NMC Proficiency 3.1 Create and apply a person-centred approach to care, facilitating a partnership approach to assessment, shared decision making and care planning when working with people, their families, communities and populations

NMC Programme standard 2.5 ensure programme learning outcomes reflect the:
2.5.2 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 .

University programme outcomes:

- Demonstrate the application of assessment, diagnostic, therapeutic, problem-solving and decision making skills when planning individualised care for children with complex needs, taking into account the rights of the child, their parents/families/ carers.
- Draw on a diverse range of knowledge to justify the rationale for your assessment, diagnostic and therapeutic decisions with children and families which take account of the importance of ethical practice and management of risk

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/>

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)



Professional (Welsh)

Ymgynghoriad
yhoeddus ar safonau
-gofrestru

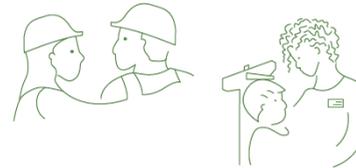


www.nmc.org.uk



Public (Welsh)

Post-registration
consultation document
for the public



www.nmc.org.uk

Cyngor
Nursio a
Bydwreglaeth

Ymgynghori
ad ar gyfer



www.nmc.org.uk

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



NMC Nursing & Midwifery Council

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
Progress
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Pye Tait Consulting

Select the right consultation questions



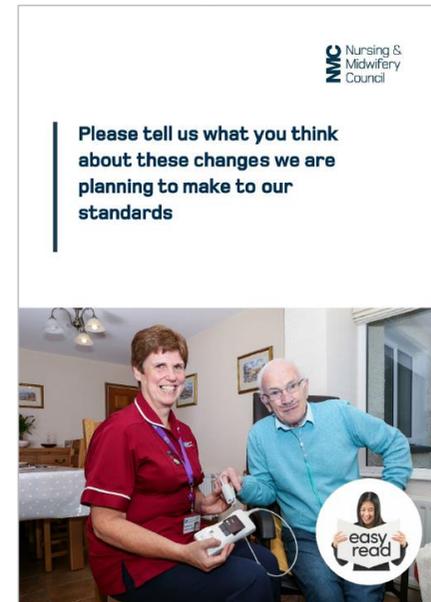
Professional (English)



Public (English)



Easy read



Professional (Welsh)



Public (Welsh)



Timeline



Poll question 4

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

- Yes
- No
- Not sure

Find out more

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



@NMCnews

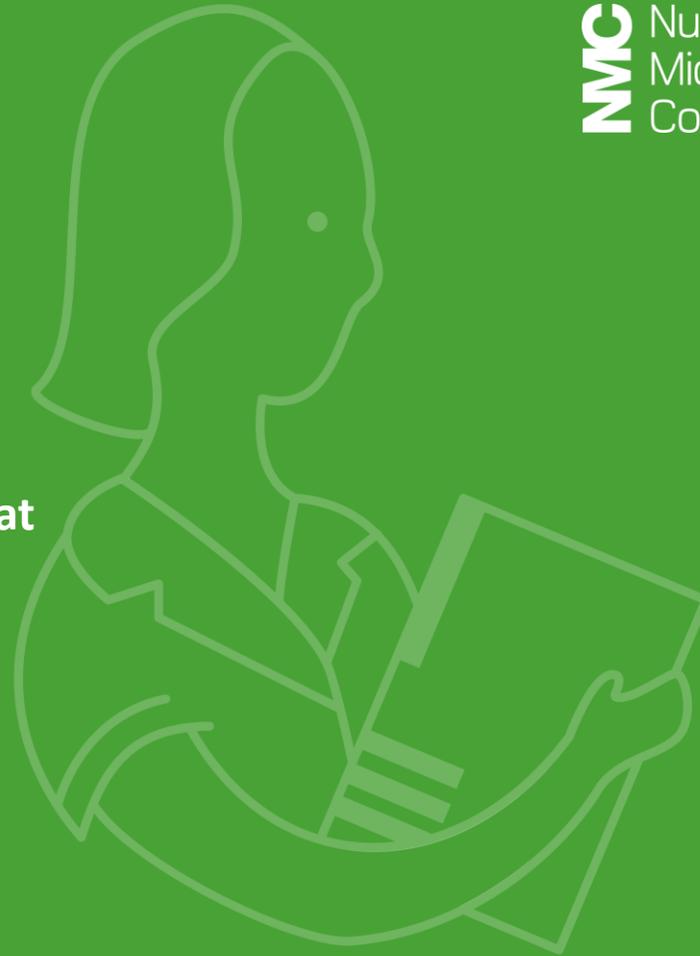
#FutureCommunityNurse

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

Thank you

For enquiries contact us at

PRSCOI@nmc-uk.org



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>

Consultation events overview

