

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

**Post-registration  
standards consultation:**

**SPQ District nursing webinar**

**17 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](mailto: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
- 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 DN on our register 31 March 2017 – 30 September 2020
31 March 2017	16,135
31 March 2018	15,758
31 March 2019	15,609
31 March 2020	15,428
30 September 2020	15,445

There are **44** AElIs approved to run SPQ DN programmes of which **38** are running programmes

## Poll 3

Which best describes your community district nursing qualification?

- Registered nurse: adult
- SPQ District nursing
- Masters in community 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)

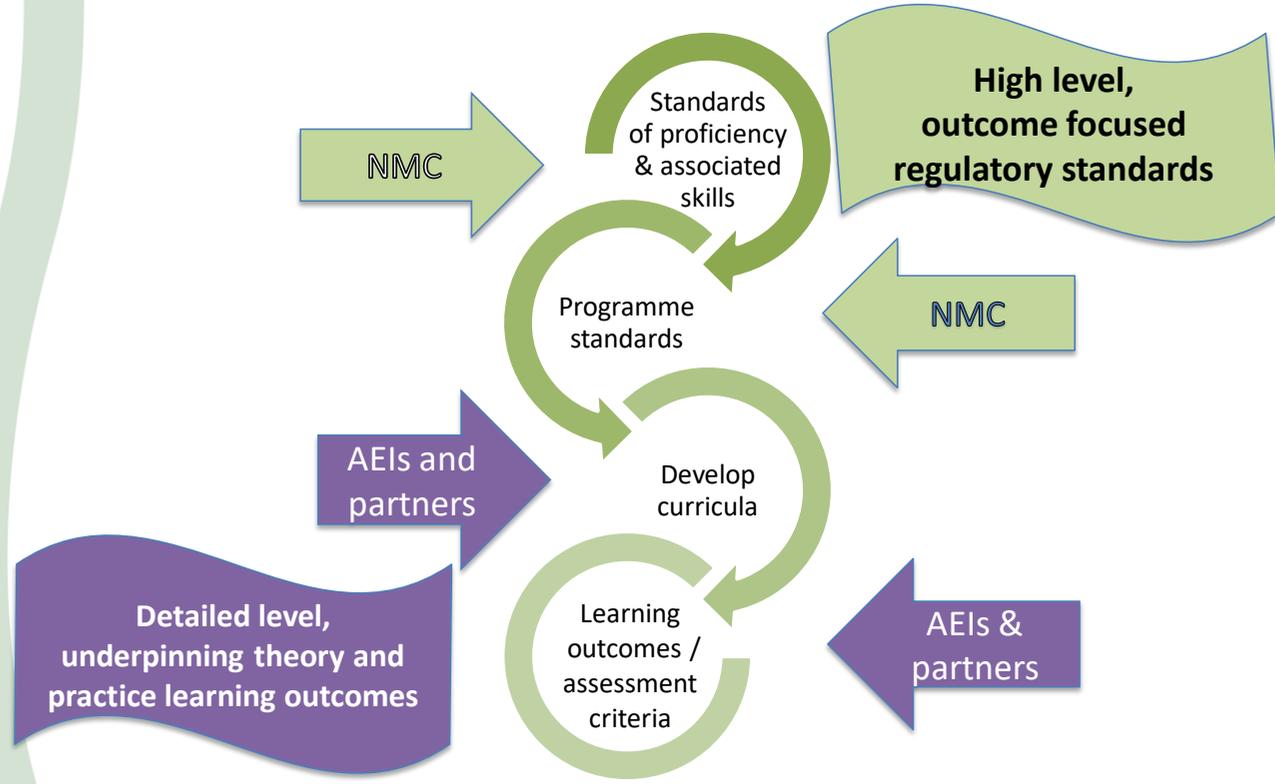
## Co-producing new SPQ and associated programme standards

- **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

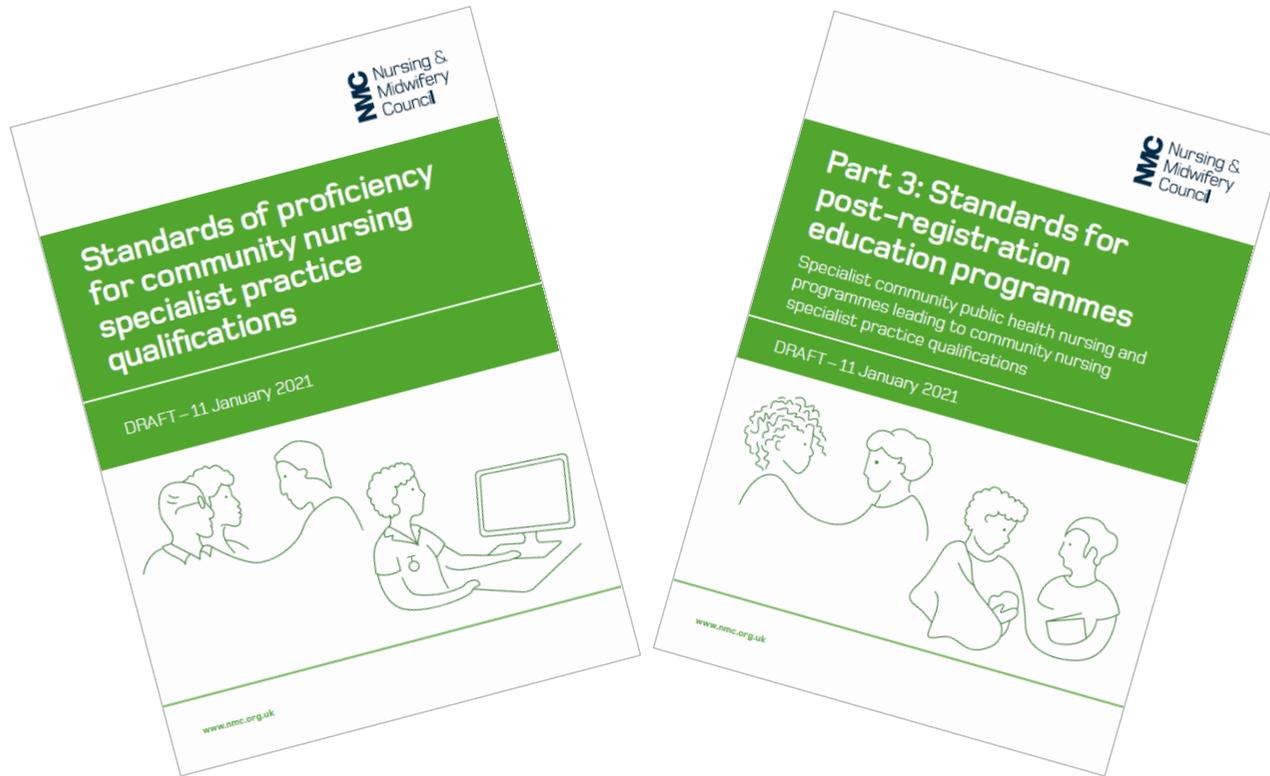
# Specifically NMC, AEs and Practice Placement Partners: who does what



# 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 <b>autonomous</b> professional
Promoting health and preventing ill health	Promoting health and preventing ill health
<b>Assessing needs and planning care</b>	<b>Assessing peoples' abilities and needs, and planning care</b>
<b>Providing and evaluating care</b>	Providing and evaluating <b>evidence-based</b> care
<b>Leading and managing nursing care and working in teams</b>	<b>Leading and managing teams</b>
Improving safety and quality of care	<b>Leading improvements</b> in safety and quality of care
<b>Coordinating care</b>	Care co-ordination and <b>system leadership</b>

## 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 <b>assessment</b> skills	Holistic health <b>assessment</b> , recognition of the risk of diagnostic overshadowing	Diagnosis and <b>assessment</b> formulation, recognition of risk of diagnostic overshadowing	Assessing clinical complexity, advanced clinical <b>assessment</b>	Consultation adaptability, <b>assessment</b> and diagnosis
<b>Advocacy</b> – for child and for the family and <b>educating the family</b> as decision makers and care givers	Appropriate use of relevant legislation, <b>advocacy</b> and reasonable adjustments	Advanced understanding and use of mental health legislation including <b>advocacy</b>	Managing environmental, challenging and unpredictable situations, <b>Educating others</b>	Confidence in decision making within the consultation process, <b>advocating</b> for patients
Providing care to children with <b>complex, life limiting conditions</b> , and acute short term conditions	Managing <b>health complications</b> specific to people with learning disabilities, <b>Therapeutic interventions</b>	Risk assessments <b>Therapeutic interventions</b> , social prescribing, using community assets and NMP (deprescribing)	<b>End of life care</b> , 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, <b>support and public health</b> of children and young people	<b>Public health</b>	Managing and delegating complex care and large caseloads	<b>Public health and population health</b> (including those who find it hard to engage)

## Examples of key areas for District nursing

Autonomous  
practitioner

End of life care

Managing risk,  
unpredictability  
and complexity

Anticipatory  
interventions

Managing  
workloads and  
teams

Research and build  
evidence-base for  
practice

Social  
prescribing,  
prescribing,  
de-prescribing

Enabling self-  
management

## Examples of draft standards that address those areas

- 1.1 Practise with **autonomy**, proactivity and innovation, and be self-aware, emotionally intelligent and open to change
- 3.16 Pro-actively **seek to mitigate risks** in relation to a person's changing mental and physical health circumstances, their living environment, social arrangements, or relevant conditions
- 3.14 Maximise opportunities for shared decision making when developing care plans and planning future **anticipatory care planning** through the use of a range of problem solving, influencing and negotiation skills
- 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
- 4.8 Work with people and where appropriate their families and carers to agree and provide evidence-based person-centred nursing care for those who are **dying or near to the end of life**
- 5.4 Critically analyse their **personal workload requirements** and **those of the wider team** to effectively and appropriately prioritise activities in order to manage demand and capacity

## Things to consider when responding to the consultation

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

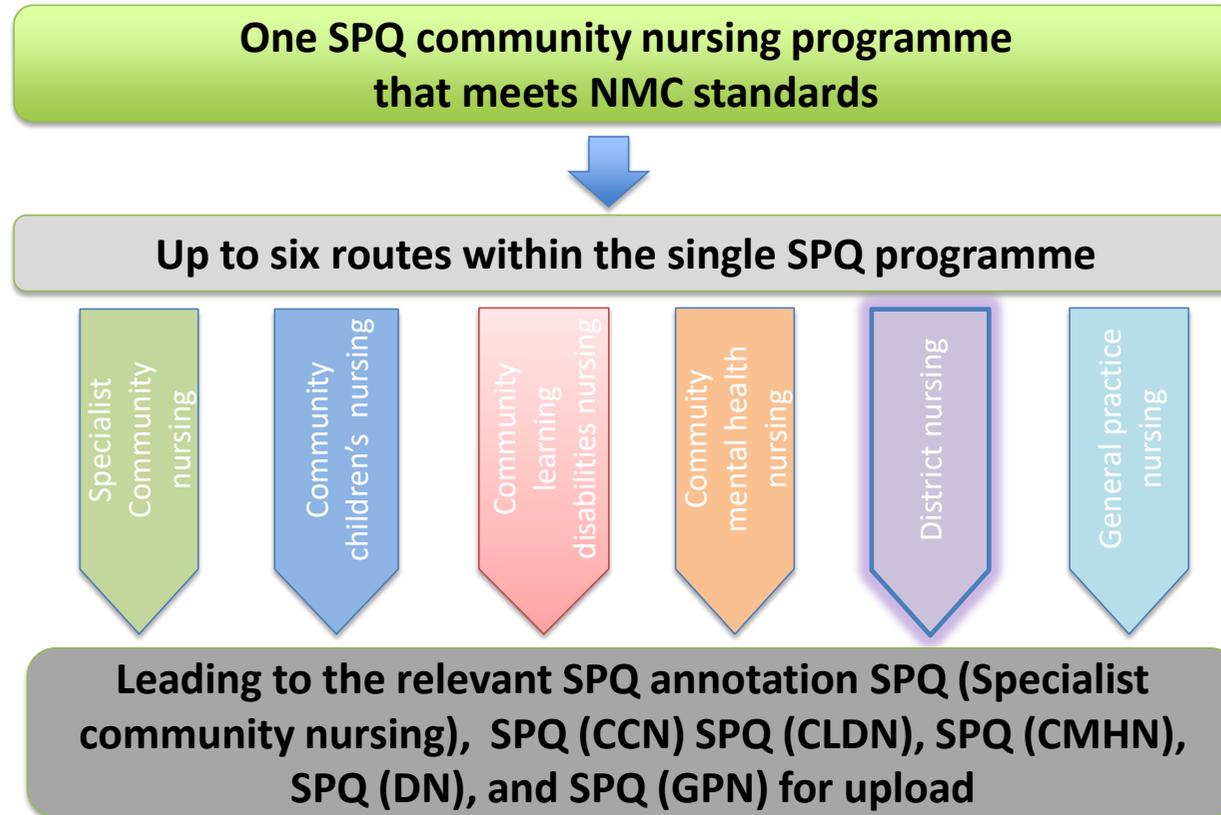
### Supervision and assessment

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 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 3.9** undertake a person-centred and informed assessment by proactively obtaining and critically evaluating a range of sources of information, seeking additional advice or guidance when indicated.

**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 a deep understanding of the impact of cognitive and behavioural factors on people with long term conditions and develop critical responses to existing approaches to self management and models of empowerment and advocacy
- \* Evaluate complex pathologies found in common long term conditions, including COPD, diabetes and cardio-vascular disease within the primary and community care context to inform evidence based person-centred advanced clinical assessment.

## 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)

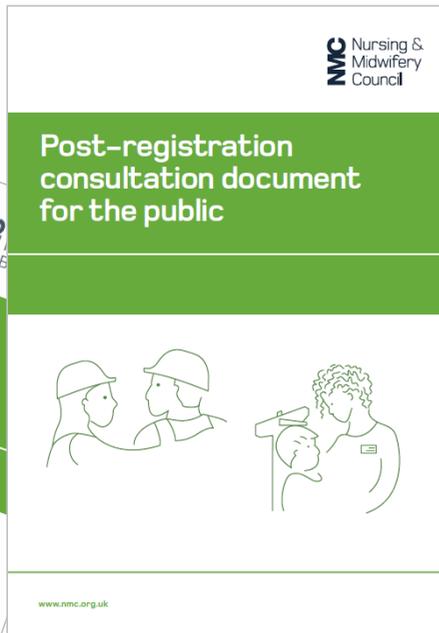
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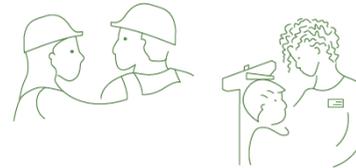
www.nmc.org.uk



Public (Welsh)



Post-registration  
consultation document  
for the public



www.nmc.org.uk



Ymgynghoriad  
ar gyfer



www.nmc.org.uk

# Responding to the consultation

## NMC website

**How to get involved**

**Contents**

- Overview
- Consultation documents
- How to get involved**

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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** →

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**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.

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**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 
Progress
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**Be Tait** Consulting

# Select the right consultation questions



## Professional (English)

Welcome to our post-registration standards consultation

This survey is designed for professionals.




## Public (English)

Welcome to our post-registration standards consultation

This survey is designed for members of the public.




## Easy read



**Please tell us what you think about these changes we are planning to make to our standards**



## Professional (Welsh)

Croeso i'n hymgynhoriad safonau ôl-gofrestru.

Mae'r arolwg hwn wedi'i gynllunio ar gyfer gweithwyr proffesiynol.




## Public (Welsh)

Croeso i'n hymgynhoriad safonau ôl-gofrestru.

Mae'r arolwg hwn wedi'i gynllunio ar gyfer aelodau'r cyhoedd.




# 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](https://nmc.org.uk/future-community-nurse)



@NMCnews

#FutureCommunityNurse

- Send questions to – [prscoi@nmc-uk.org](mailto:prscoi@nmc-uk.org)

Thank you

For enquiries contact us at

[PRSCOI@nmc-uk.org](mailto: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

