

SCPHN and community SPQ Standards – supporting information (May 2023)

We have produced the following supporting information based on areas identified through our ongoing engagement with universities and their practice placement partners. Rather than being an exhaustive list of all areas of implementation, it explains some of the areas we receive the majority of queries about.

The purpose of this document is to support Approved Education Institutions (AEIs) developing programmes for specialist community public health nursing (SCPHN), and specialist community nursing qualifications (SPQ):

1. Co-production of programmes.

Programmes should be developed in collaboration with AEIs, practice partners, students and **people who use services**. It is important to demonstrate how all parties, including the public (people who use services), have been involved in the design and development of your programme/curricula and their ongoing involvement is embedded into the programme.

Having representatives from each group at your approval event will support your documentation. During approval events, this evidence will be triangulated through discussions between QA team and all stakeholders, practice partners, students, and service users.

2. Self-employed/ self-funded options

All AEIs should evidence how a student who wishes to self-fund on a SCPHN or community SPQ programme can access and be supported on the programme. There should be evidence of support from practice partners to offer this option.

Part 3: R1.3 provide opportunities that enable eligible NMC registered nurses and or midwives including NHS, non-NHS, self-employed or selffunded applicants to apply for entry onto an NMC approved SCPHN and NMC approved community nursing SPQ programme.

Part 3: R3.1 ensure suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or selffunded.

3. Preparation and support for practice supervisors and practice assessors and academic assessors

It is essential that each AEI, alongside practice partners, has robust processes in place to prepare and support practice supervisors, practice and academic assessors prior to and throughout programmes.

They must ensure that all supervisors and assessors have knowledge and understanding of the programme on which their student is enrolled. They must be able to understand and complete assessment activity and documentation, and provide the best support possible for students on SCPHN or community nursing SPQ programmes. AEs and practice partners are expected to have systems in place to be able to update, monitor and report on their effectiveness in line with SSSA and post-registration programme standards.

Part 3: R4.2 liaise, collaborate, and agree the necessary approach to the preparation, education, training, ongoing learning, support, and expertise necessary for practice supervisors, practice assessors and academic assessors that support SCPHN and community nursing SPQ student learning and assessment.

4. RPL (recognition of prior learning)

Programme documentation should demonstrate how AEs and practice partners are supporting students to use RPL onto and within your programmes. Evidence of RPL should be clear in where students can use learning from previous academic modules or experiential learning. For example, where programmes opt to include prescribing, or using RPL from practice experience; or where SCPHN programmes may support practitioners in gaining experience in an alternative field of SCPHN practice.

Part 3: R1.6 consider recognition of prior learning that is capable of being mapped to

R1.6.1 Programme learning outcomes for the applicants intended field of SCPHN practice or SCPHN public health practice

Programme learning outcomes for the applicants intended field of community nursing SPQ practice

5. SSSA – and post registration

Programmes should demonstrate clearly how they are working within the requirements of Part 2, Standards for Student Supervision and Assessment (SSSA). Gateway 2 (GW2) relates specifically to how the SSSA is being implemented. You may wish to revisit your AEI information at GW2 and evidence how your programme meets the SSSA requirements for post-registration students and their supervisors and assessors .

It is expected that AEs will request for their approved GW 2 to be re-opened with respect to R6.5 (SCPHN) and R6.7 (SPQ) at the point of submitting their approval request.

- R6.5 (SCPHN) states that AEs and Practice learning partners (PLPs) must ensure that specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are NMC registered

SCPHNs with appropriate equivalent experience for the student's field of practice.

- R6.7 (SPQ) states that AEIs and PLPs must ensure students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standard.

Part 3: Gateway 3 will focus on the proficiency standards and the Standards and their relationships with Parts 1 Standards framework for nursing and midwifery education (SFNME) and standards for student supervision and assessment (SSSA) which apply to all NMC approved programmes.6. Reflective of new standards

It's important that your programmes embed the new standards for SCPHN or community nursing SPQs. This should not look like a reconditioned version of your old or current programme or a periodic review. Modules, learning outcomes and programme design should be new and innovative to evidence how you will develop students working to these ambitious practice standards. The use of simulation and technology enhanced learning is encouraged (though not mandated) within these standards, how you will utilise simulation in your new programme should be clear.

7. Programme Hours

The only requirement set by the NMC is that full time programmes must be a minimum of 45 programmed weeks (this excludes annual leave time), and part time pro rata.

How the hours are balanced between theory and practice is up to AEI and practice partners to decide and evidence how your design will best meet the learning needs of students on the programme, its outcome and NMC standards. It is important in your consultation with stakeholders that you consider all options and can evidence why you have chosen to balance the practice and theory hours presented in the submission for approval.

Part 3: R2.11.2 no less than 45 programmed weeks of theory and practice learning for full time programmes/pro rata for part time programmes.

R2.9 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies.

8. Academic resourcing

When designing programmes each AEI and their practice partners must consider what resources they have to support the programme. The QA visitors need to be assured that each AEI has the appropriate academic resource and that they are knowledgeable and experienced to support students on **each pathway** that is presented for approval. Programmes which offer some of the smaller subscribed routes should have also considered what academic and practice learning staff resource is needed and available who can support student learning and support

programme delivery. In short this resource is capable of providing the same learning, teaching, opportunities and support as is available for other larger fields.

Part 3: R2.1 confirm programmes comply with the NMC standards framework for nursing and midwifery education including the confirmation of appropriately qualified and experienced people for programme delivery for R2.2.1 all selected fields of SCPHN practice and/ or R2.1.2 all selected fields of community nursing SPQ and/ or in other specified fields of community nursing SPQ in health and social care practice

9. Practice development document (PAD) /ongoing record of achievement

Programmes can choose whether they are using a nationally or regionally or single AEI/practice developed PAD within their programmes. This can be either hard copy or electronic. Whilst AEIs must ensure a balance of theory and practice learning, the PAD must demonstrate how students are demonstrating that they are meeting the proficiencies in an outcomes focussed way and progressing through their programme. The PAD should provide opportunities for students to evidence their practice learning against the SCPHN or community SPQ proficiencies, alongside the provision for constructive practice feedback, ongoing development, action plans and reviews.

Part 3: R2.9. ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies

R4.8 ensure all SCPHN and/ or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/ or community nursing SPQ proficiencies have been met.

10. Practice supervisors and practice assessors

As well as the SSSA (part 2), the standards for post registration programmes provide additional information about how students will be supervised and assessed.

Part 2, R6.5 standards for student supervision and assessment : allocate a student to a practice supervisor or assessor who are also registered SCPHN with appropriate equivalent experience in the student's field of practice.

In some fields this may be difficult on occasions or initially and ***Part 3: R4.4.2 and R4.5.2***, provide clarification that a student may be allocated a supervisor or assessor who may not have the same SCPHN or Community SPQ qualification ***but can demonstrate experience to facilitate supervision or assessment in the context of SCPHN or community nursing SPQ.***

Part 3 allows a decision for practice supervision and assessment to be made in consultation between practice partner and AEI, ensuring that the student has someone who is experienced in their field of practice to support their learning and assessment throughout the programme.

11. Prescribing – optional module

The decision whether to integrate prescribing into a SCPHN or community nursing SPQ programme lies with the AEI and practice partners as part of their consultation with their stakeholders and programme development.

V300 is the only non-medical prescribing programme which can be integrated into post-registration programmes. Where V300 is integrated it must meet NMC standards for prescribing programmes and students must meet the criteria to enrol on a prescribing programme as set out in the NMC standards for prescribing programmes.

It is important to consider the learning offered for the whole programme and where an optional module is offered, how will students who opt to take prescribing be ensured they have access to the same learning as peers who opt for an alternative module, in order to meet all programme standards.

Part 3: R2.3 confirm SCPHN and/ or community nursing SPQ programmes that include admission to NMC approved prescribing programme comply with the NMC Standards for prescribing programmes.

12. Academic level of programme

5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level

Our standards expect that post-registration programmes will be at a postgraduate masters level.

AEI together with their Practice placement partners can determine the qualification to be awarded which can be a PGdip or full masters, can be approved for an MSc with the possibility of early exit award at PgDIP.