

Standards for Post-Registration Programmes (NMC 2022)

Specialist Community Public Health Nurse (SCPHN)



Housekeeping



Due to the numbers of attendees, everyone except the presenters are automatically muted



Please use the comment/chat box to submit any questions or comments at any time



We will try to address every individual point raised during the session chat box and everything is being noted for consideration



We shall be recording this session. The recordings will be deleted at the end of the project in line with our retention policies



Confidentiality



If you're unable to access the chat or Q&A features, please email your comments and queries to educationandstandards@nmc-uk.org

What would you like us to cover?

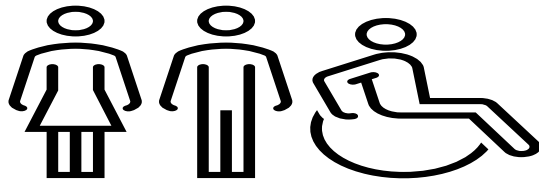
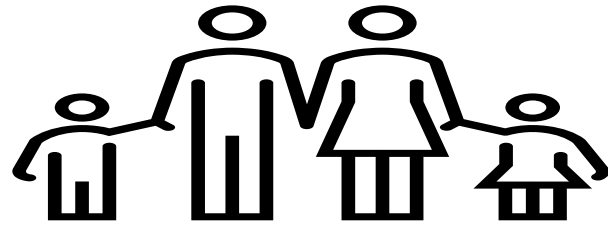
Can you tell us in less than three words,
on what areas you would like support?

Agenda

- Overview of new standards
- NMC Gateway framework
- Areas to consider : Implementation
- Examples of good practice
- Q&A



Standards and the public



Trust and confidence that
Nurse is concurrent and
knowledgeable

Responsible autonomous
practitioner to lead all
aspects of care

Involved in own care
decisions

Drivers for our ambitious new SCPHN standards

In today's health and care services, the roles of SCPHNs are changing and expanding

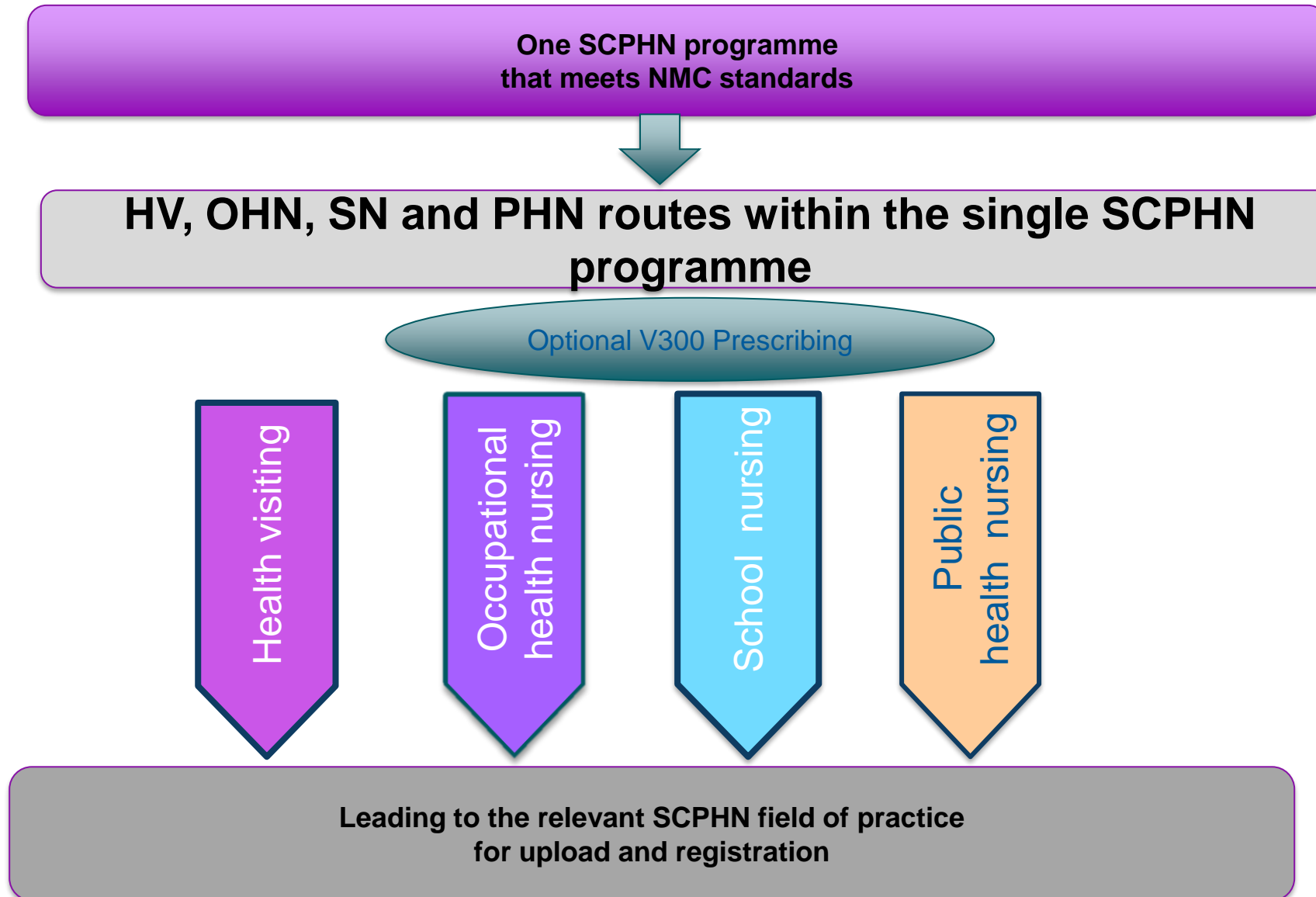
SCPHNs require higher levels of autonomy, specialist knowledge and skill in order to achieve their full potential and to lead and contribute to the delivery of public health services

SCPHN professionals are in the frontline of public health


They are culturally competent, autonomous practitioners who are committed to improving people's health and wellbeing

They understand the wider determinants of health and seek to address health inequalities across the diverse communities and populations they serve.

Programme standards and QA



SCPHN Standards of Proficiency (2022)

The six spheres of influence	Specialist Community Public Health Nursing core standards of proficiencies for HV, SN, OHN and PHN	Core and Field Specific Proficiencies
		
Sphere A	Autonomous specialist community public health nursing practice	Core only
Sphere B	Transforming specialist community public health nursing practice: evidence, research, evaluation and translation	Core only
Sphere C	Promoting human rights and addressing inequalities: assessment, surveillance and intervention	Core + HV or SN or OHN
Sphere D	Population health: enabling, supporting and improving health outcomes of people across the life course	Core + HV or SN or OHN
Sphere E	Advancing public health services and promoting healthy places, environments and cultures	Core + HV or SN or OHN
Sphere F	Leading and collaborating: from investment to action and dissemination	Core + HV or SN or OHN

SCPHN Public Health Nurse

- Meets the Core Standards for SCPHN
- Specialists in public health without a defined area of SCPHN practice
- Practice learning to be aligned to could be across wide range of sectors such as: sexual health, health promotion, smoking cessation, young offender settings
- Adapt a Life course and whole population approach
- Collaborate with services through wider public health support, care and interventions



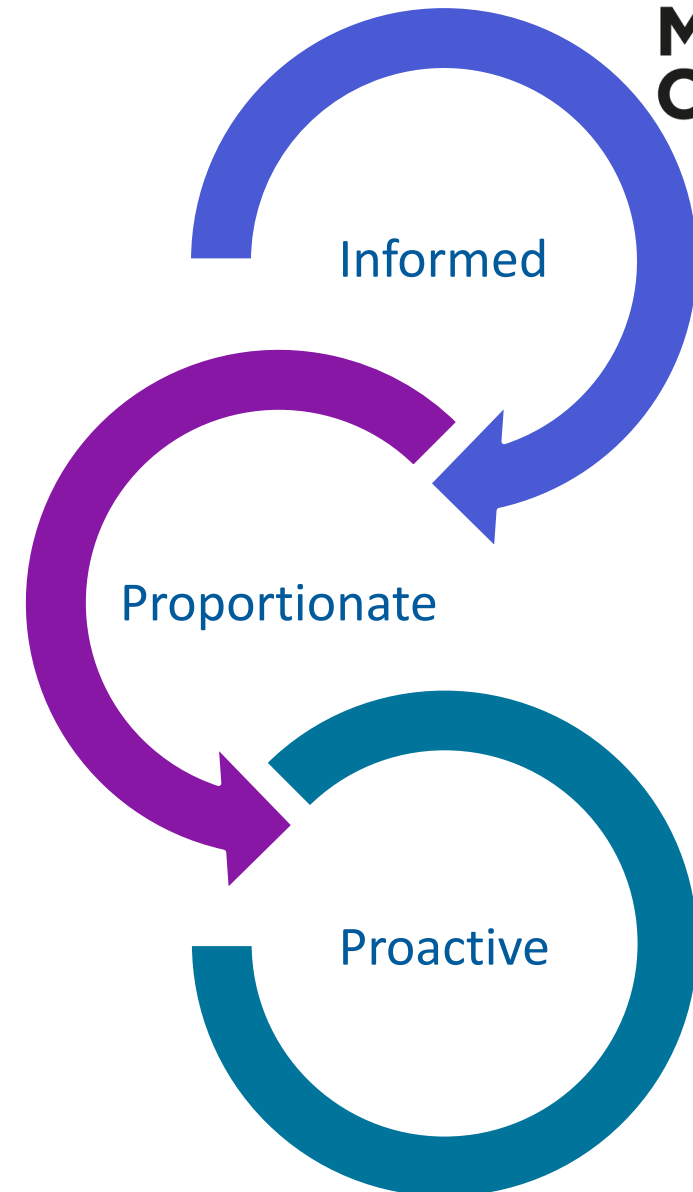
QA and programme approval

Dr Ian Felstead-Watts,
Director of Quality Assurance,
Mott MacDonald

Paula McLaren, Head of Education
& QA, NMC

QA Framework

- Implemented in September 2019
- Outlines our approach to quality assurance of education and training and the roles of all stakeholders
- Conjoint approval
- Indefinite approval with focus on monitoring
 - Increased use of data and intelligence to inform decisions
 - Proportionate interventions where required
 - Engage with and proactively support AEIs to mitigate risks to our standards not being met



QA Handbook

- Sets out the detail of our quality assurance requirements
- For education institutions to understand the evidence required to be provided to meet our standards
- We're fair, kind, ambitious and collaborative



QA of SCPHN and SPQ post-registration programmes takes place in line with:



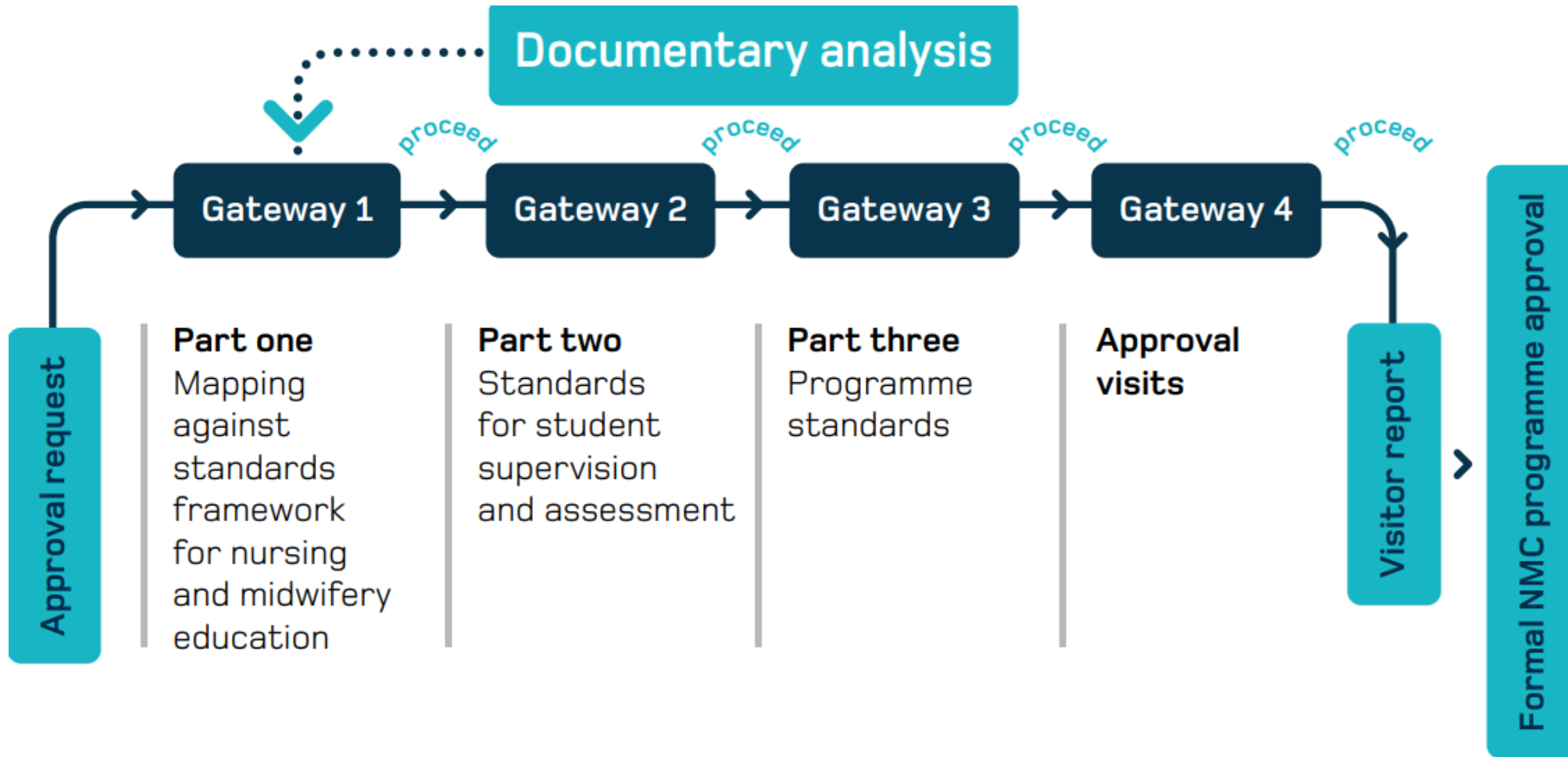
- **Standards of Proficiency**
 - Specialist Community Public Health Nurses (2022)
 - Community Nursing Specialist Practice Qualifications (2022)
- **Education and training standards**
 - Part 3: Standards for post-registration education programmes (2022)
Plus:
 - Part 1: Standards for Nursing and Midwifery Education (2018)
 - Part 2: Standards for Student Supervision and Assessment (2018)
 - Part 3: Standards for prescribing programmes (2018)*

Transition and approval of new programmes

- AEI seeks formal approval of new SCPHN/ community SPQ programmes in line with the NMC QA framework having made their initial decisions re routes, fields, qualifications and prescribing
- QA and approval of new programmes will be in line with our gateway approach:
 - **Gateway 2** will focus on the standards to support supervision and assessment
 - **Gateway 3** will focus on proficiency standards, post-registration programme standards and their relationship with Parts 1 (education framework) and 2 (SSSA)
 - **Gateway 4** is the approval event (in person/hybrid)
- No students will be able to commence a programme approved against the 2004 SCPHN and 2001 SPQ standards after **31 August 2024**

Timelines for QA approval from QA Link request to approval is six months – don't forget to factor this in to your plans

Gateway Approach to Approval



Gateway Two requirements

Standards for student supervision and assessment (SSSA)

- Relationship between AEI and practice learning partners to develop and agree model/approach – as may need to be different to what is currently in place
- Language used that emphasises practice supervisor and practice and academic assessor relationships
- Preparation support and monitoring of professionals undertaking these roles specifically for post-registration students

Gateway Two key considerations

- **AEI in partnership** with their practice learning/employer partners must provide evidence in the QA Link to demonstrate how they meet the SSSA (*NMC 2018, updated 2023*)
- The SSSA is set out under three key sections and 10 standards, there are a total of 65 requirements to be met:
 1. Effective practice learning (standard one)
 2. Supervision of students (standards two to five)
 3. Assessment of students and confirmation of proficiency (standards six to 10)
- R6.5 (SCPHN) and R6.7 (SPQ) are key requirements for review at Gateway Two
- It is these two requirements where we'd expect to see updates aligned to the new post-registration programme

What the AEI/education institution must do

- Complete the evidence requests against the relevant SSSA standards that require an update in relation to the new SCPHN and/or SPQ programme
- Includes narrative and uploading documentary evidence in the QA Link to support achievement of the relevant standards and requirements
- Expectation that the AEI clearly signpost the QA visitor(s) to the uploaded documentation which supports achievement of the standards and requirements

What the QA registrant visitor will do

- Access the requirements that have been updated and submitted for consideration
- Assess evidence against each NMC standard and requirement using the QA criteria
- If evidence is insufficient the RV will inform Mott MacDonald professional team to discuss and agree a resolution and then inform the AEI
- The AEI will receive directive feedback as to what the omissions are and how to remedy
- Normally two weeks to rectify and resubmit Gateway Two
- If content, then Gateway Two can be approved and proceed to Gateway Three

Gateway Three – programme standards

- Focus on student journey and means to achieve proficiency
- New curricula/programme, management, delivery and support
- Additional EDI focus
- Specific requests at GW3
 - Student population and diversity data
 - AEI attainment gap – for nursing and midwifery programmes and action plans to address any gaps identified
- Service user and carer involvement – diversity, preparation and involvement

Gateway Three key considerations

- **AEI in partnership** with their practice learning/employer partners must provide evidence in the QA Link to demonstrate how they meet the ***Standards for post-registration programmes (SPNP)*** (*NMC 2022, updated 2023*)
- **Five standards**
 - 1. Selection, admission and progression
 - 2. Curriculum
 - 3. Practice learning
 - 4. Supervision and assessment
 - 5. Qualification to be awarded
- Each standard includes a number of requirements

What the AEI/education institution must do

- Complete the evidence requests against the programme standards and the related standards of proficiency (**four weeks**)
- Includes narrative and uploading documentary evidence in the QA Link to support achievement of the relevant programme standards and requirements.
- Expectation that the AEI clearly signpost the QA visitor(s) to the uploaded documentation which supports achievement of the programme standards.
- Expectations related to practice learning/employer partner evidence.
 - Sample of signed supernumerary/protected learning time agreements (PLPs)
 - Signed statements of commitment (EPs)
- If the intention is to transfer current students onto the new programme, evidence must be provided to support this proposed transfer as part of the mapping process at Gateway Three

Applying Gateway One at programme level

- ***Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023)***
- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders (SFNME)
- ***Standards for post-registration education programmes (NMC 2022, updated 2023)***
- Standard 2: Curriculum
 - 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:
 - R2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for
 - R2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice

What the QA visitors will do

- RV and LV independently access the evidence requests which should signpost to where the evidence is located in the QA Link
- **Four weeks** to assess evidence provided against each NMC standard and requirement
- Record their findings in the initial draft programme approval report (IDPAR)
- Arrange to discuss findings during **week four**
- QA registrant visitor will collate findings into one IDPAR and identify areas for exploration at the approval visit
- Submit draft report via the QA Link to education institution **two weeks** before the approval visit
- *Proceed to Gateway Four visit event only if evidence sufficient and no significant concerns identified at Gateway Three

Compliance with Gateway Three

- The AEI receives the IDPAR **two weeks** before the approval visit via the QA Link
- The AEI responds to any questions/issues raised in the draft programme report through the QA Link **one week** prior to the approval visit
- The response and any additional evidence documentation should be uploaded into the PAR record in the QA Link
- This information will inform the agenda items for the approval panel visit (Gateway Four)

Readiness to proceed to Gateway Four

At Gateway Three:

- This decision could also be taken should major concerns be identified at Gateway Three, most commonly relating to the potential for more than five NMC conditions or less if issues of public safety are apparent
- QA visitors will follow the published process in the NMC QA handbook and inform the Mott MacDonald professional team
- Deferral of the approval visit may be necessary
 - (Do Not Proceed decision)

The approval visit – Gateway Four

- Face-to-face or remote visit
- The requirement for a conjoint approval panel
- Agenda setting and approval
- Expectations around stakeholder engagement in the Gateway Four visit

Key Messages



How confident do you feel in your programme development?

On a scale of 1 – 10 please tell us how confident you feel in your programme development.

1 – Not at all

5 – Confident in some areas

10 – Very confident

Programme standards key points

Selection, admission and progression:

Opportunities (underrepresentation) and
self employed students 1.3, 1.4
Governance 1.5
RPL 1.6
Prescribing 1.7, 1.8

Curricula:

Fields of practice – programme delivery 2.1 and
tailored learning for selected fields or core and
field specific learning 2.5, 2.6, 2.7
Suitable length of programme

Practice learning:

Learning opportunities for intended field 3.3
Learning experiences 3.6

Supervision and assessment:

Preparation for PS, PA and AA roles 4.4, 4.5
Assess proficiency for intended field of practice
4.9

Qualification to be awarded:

Masters level 5.1
Prescribing annotation 5.5

Supporting information

Co production of
programmes

Self funded /
self employed
applicants

Preparation for
practice
supervisors and
assessors

SSSA

PAD

RPL

New programmes
to match new
standards

Practice/ theory
balance

Additional items for consideration

- Higher apprenticeship routes in England – how different is this route?
- Opportunities for pan assessment between AEs and practice learning partners – how will this be managed?
- Incorporation and inclusion of voluntary standards and their alignment to NMC regulatory standards and QA

PAD approach in Wales

- HEIW have seconded 2 Programme Managers, Eleri Mills for SCPHN and Jody Hill for SPQ to undertake this project

Aim

- is to co-produce and develop an All-Wales PAD for SCPHN and SPQ for implementation of NMC (2022) Standards for post-registration programmes to be approved for delivery from September 1 2024
- Ensure alignment of SCPHN and SPQ PAD where possible
- Provide a consistent Once for Wales approach

Where are we up to?

- Currently collaborative planning with all stakeholders is underway
- Develop and implement a word version of the All-Wales PAD draft version in August 2023 with a final version approved in November 2023.



Who are you working with in developing your new SCPHN programme?

Please mark all relevant answers for your team:

1. Programme team from your AEI
2. Practice partners
3. Current students
4. Members of the public
5. All of the above

1.4 Self employed / self funded

Example:

A staff nurse works in a private agency delivering public health into schools.

Their employer would like to support this nurse in completing a SCPHN programme.

This student could apply under the self-funded / self-employed route, where the funding of the programme would be different but cover associated costs.

The AEI would ensure the agency met all stringent governance requirements as a placement provider and SSSA requirements were in place.

The student experience would be exactly the same as other funded students.

1.6 Recognition of prior learning

Example:

The new 2022 standards support RPL and RPEL.

A health visitor completed their programme and registered as a HV. They now wish to work in school nursing practice.

Through RPEL the AEI could support the HV to map their learning to the 2022 standards, and ensure a plan was in place to support them gain School Nurse experience and competence, as mapped to the 2022 standards.

They would remain as HV on the NMC register.

2.8 Simulation and Technology enhanced learning

Example:

Scenarios : Based on a true example from practice to allow the student opportunity to assess and provide information in a safe setting.

Assessment : Service user act as a patient : Student is assigned to gather family information and complete a health assessment.

Safeguarding : Set up of a multiagency safeguarding meeting, staff/ practice colleagues can act as chairperson, and student as practitioner who has made a referral following identifying a significant safeguarding concern. Students can be given roles and information and expected to interpret, assess and feedback.

How confident do you now feel?

On a scale of 1-10 please tell us how confident you now feel in your programme development:

1 – Not at all

5 – Confident in some areas

10 – very confident

**Thank you, and
any questions?**

For enquiries email us at:
educationandstandards@nmc-uk.org