Standards for Post-Registration Programmes (NMC 2022)

Specialist Community Public Health Nurse (SCPHN)

Community Nursing Specialist Practice Qualification (SPQ)

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

2022 standards: SPQ qualifications and fields of practice

Standards of proficiency for community nursing specialist practice qualifications:

- SPQ Community children's nursing
- SPQ Community learning disabilities nursing
- SPQ Community mental health nursing
- SPQ District nursing
- SPQ General practice nursing
- **SPQ Health and social care nursing**

+/- independent and supplementary prescribing

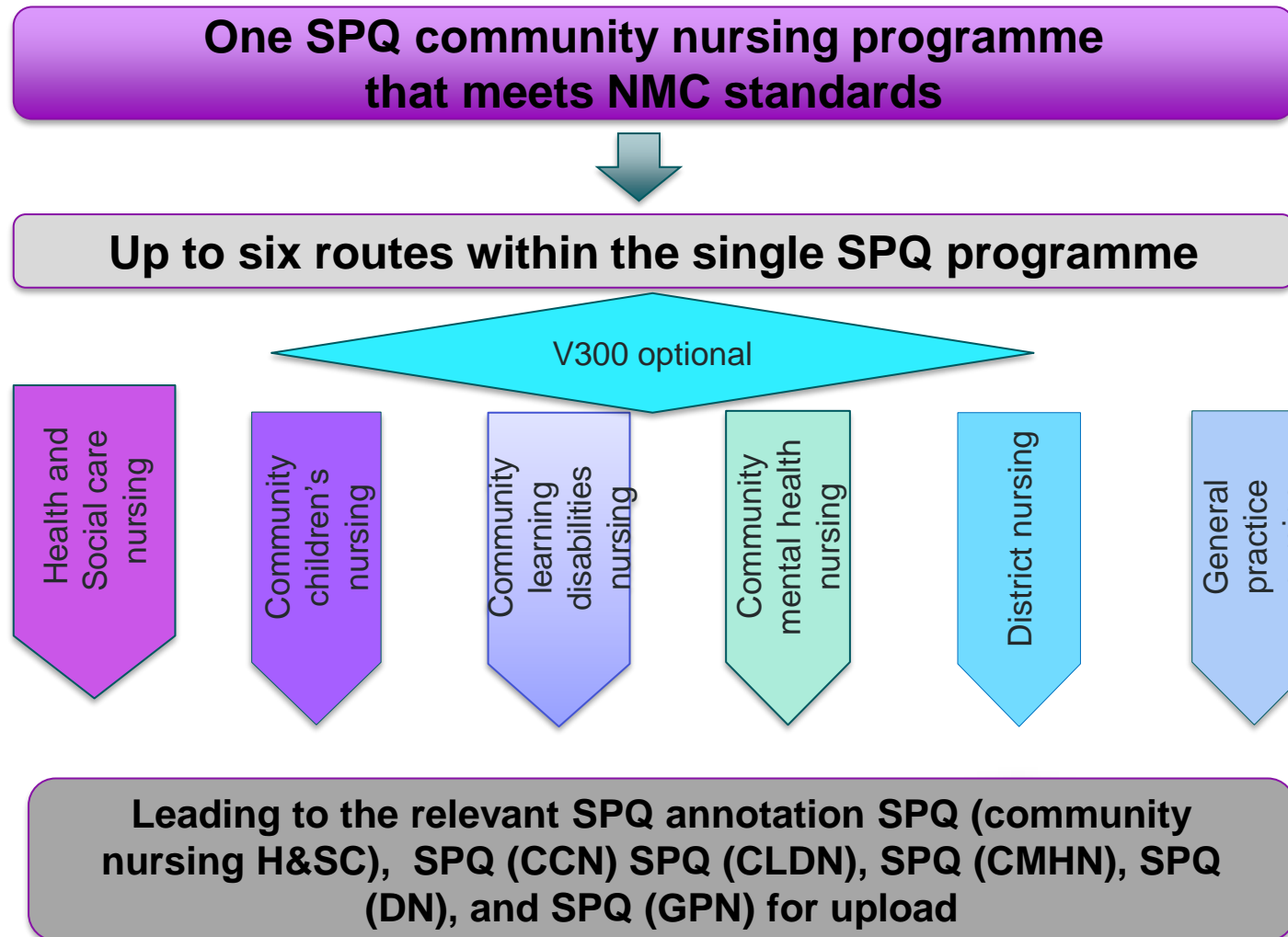- Associated post-registration programme standards

One set of community nursing SPQ standards of proficiency that apply to all fields of practice

Many community nurses specialise in caring for a particular client group or are specialists in a particular field of practice.

They apply their specialist community knowledge and skill in the context of their intended field of practice and the setting they practise in.

As registered nurses, they abide by the Code, and meet all of the Standards of proficiency for registered nurses relevant to their field of specialist community nursing practice

Programme standards and QA considerations

One SPQ community nursing programme that meets NMC standards

Up to six routes within the single SPQ programme

V300 optional

- Health and Social care nursing
- Community children's nursing
- Community learning disabilities nursing
- Community mental health nursing
- District nursing
- General practice nursing

Leading to the relevant SPQ annotation SPQ (community nursing H&SC), SPQ (CCN) SPQ (CLDN), SPQ (CMHN), SPQ (DN), and SPQ (GPN) for upload

**SPQ webinar on new standards**

Found in the NMC webpages

QA and programme approval

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

Paula McLaren, Head of Education
& QA, NMC

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Council

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

Informed

Proportionate

Proactive
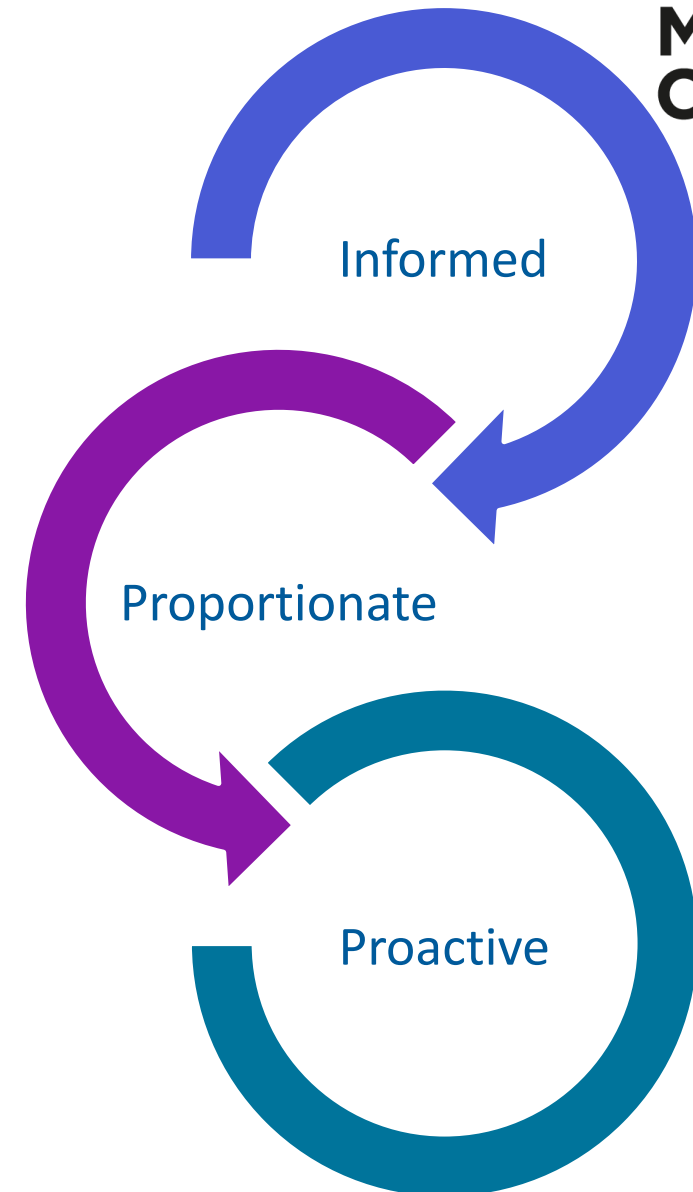
QA Handbook

- 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
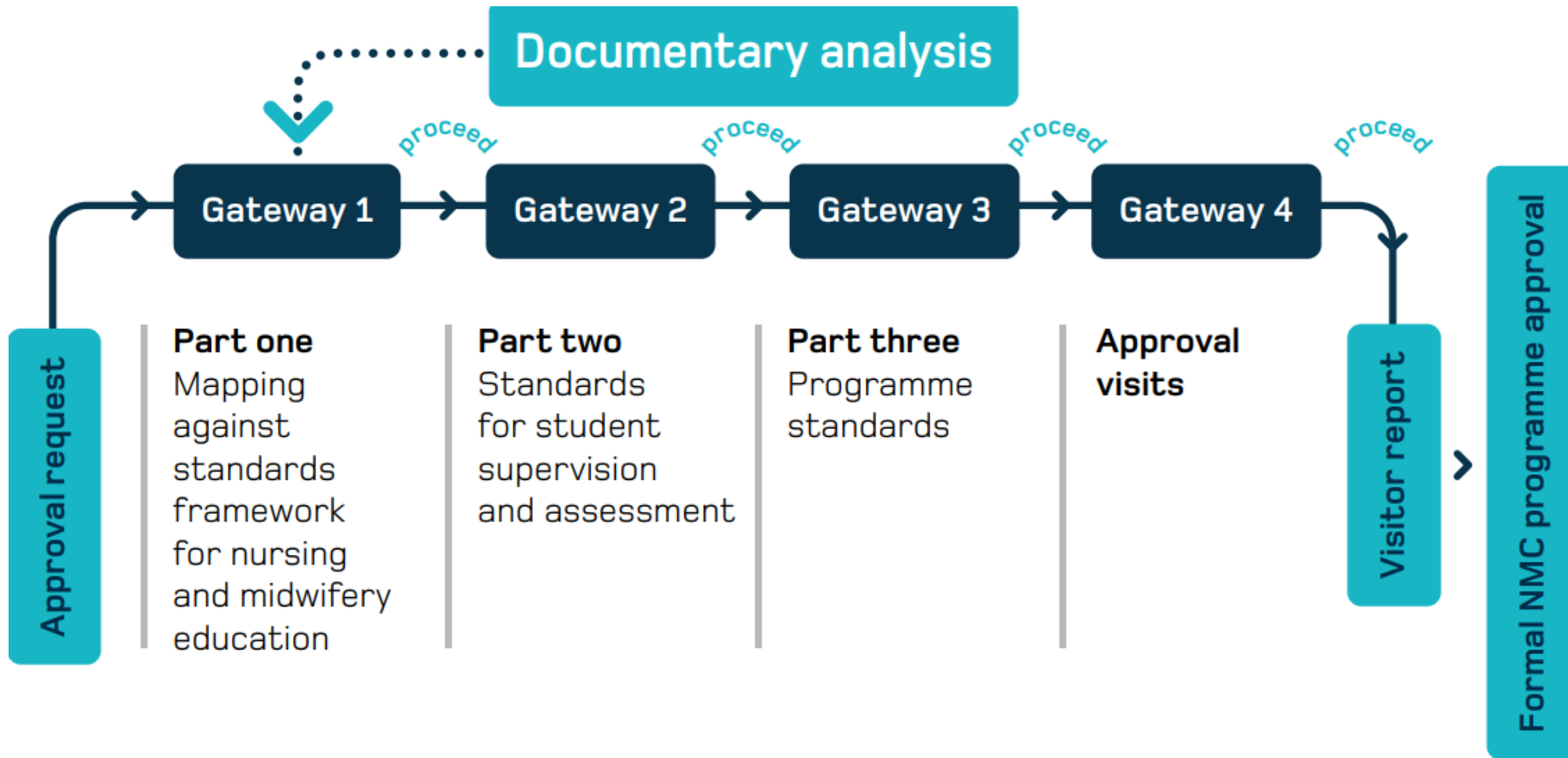
Gateway Two requirements

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 <u>that require an update in relation to the new SCPHN and/or SPQ programme</u>

- 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

The public voice

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 AEIs and practice learning partners – how will this be managed?

- Incorporation and inclusion of voluntary standards and their alignment to NMC regulatory standards and QA

Who are you working with in developing your new SPQ 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

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.

1.4 Self employed / self funded

Example:

A hospice nurse would like to complete the community SPQ programme. They are not employed though the NHS.

The AEI could audit the hospice and ensure it meets their governance processes with suitable supervision and assessment in place.

The applicant could apply using the self employed / self funded route at their university to complete the SPQ in Health and Social care.

1.6 Recognition of prior learning

Example:

Where a programme has integrated V300 prescribing, a student may apply who has previously completed the V150/V100 prescribing programme.

The programme could support this student to RPL their existing prescribing learning from the V100/V150 into the V300. This may support the student to access V300 learning and complete only the extended elements rather than the full V300 module.

Your AEI may already have V300 approved with RPL mapped. This could be shared and reflected into your SPQ programme.

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 an assessment. (e.g. 2.2, 2.3, 2.11, 2.12, 2.13)

Safeguarding : Set up of a multiagency safeguarding meeting, staff acting as chairperson and student as nurse 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. (e.g. 6.1, 6.2, 6.3)

How confident do you now feel?

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

Thank you, and any questions?

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

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