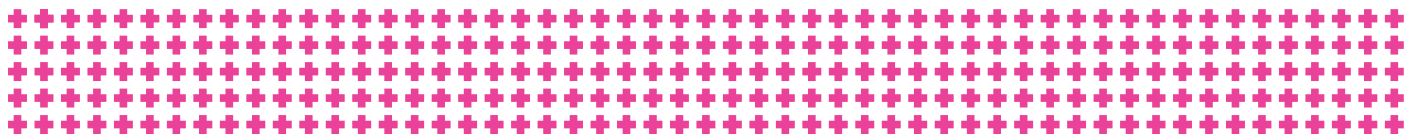


# The QNI Standards for Community Practice Teaching Education and Practice

2023



## Introduction and background

The Queen's Nursing Institute (QNI) has worked collaboratively with leading experts and stakeholders across the United Kingdom (UK) to develop a set of standards to inform Community Practice Teaching education and practice to support and develop future Specialist Practice Qualification (SPQ) and Specialist Community Public Health Nursing (SCPHN) learner development.

These practice teaching standards make explicit the expectations required to support, supervise and assess a higher level of practice demonstrated by Registered Nurses who are completing a Nursing and Midwifery Council (NMC) approved post-registration programme, preparing them to work autonomously and engage in complex decision-making. These standards will support and inform a level 7 (M) structured education programme to prepare these nurses in their role in supporting and assessing at an advanced level.

The development of these standards is timely, following the revision of the NMC Standards for Student Supervision and Assessment (SSSA) (NMC, 2018) with the focus and attention being given to Practice Supervisor and Practice Assessor roles. Since the withdrawal of the NMC Community Nursing Practice Teacher Standards (NMC, 2018), the Practice Teacher qualification has ceased to be offered by many Higher Education Institutions (HEIs) in the United Kingdom and this has led to a significant impact on the SPQ/SCPHN practice experience and preparation for the role. There are reports of a 'dilution' of the Practice Teacher role and historically, limited recognition of this higher level of teaching in practice and of the Practice Teacher as an educationalist (Wesson, 2012). The QNI has therefore responded to the significant feedback and concerns from healthcare provider organisations, requesting an urgent advanced level replacement qualification with standards to support future SPQ/SCPHN education and practice in the community setting.

This is the seventh in a series of standards set by the QNI and follows the successful launch and implementation of the QNI/QNIS Voluntary Standards for District Nurses (2015), Senior General Practice Nurses (2017), Community Children's Nurses (2018) and Community Learning Disability Nurses (2021) as well as Standards for Nurses New to General Practice Nursing (2020) and Standards for Care Home Nursing (2020).

## Community Practice Teaching

Community practice teaching is normally a role for a community-based practitioner who has undertaken an NMC Approved post registration Specialist Practice Qualification (SPQ) or Specialist Community Public Health Nurse (SCPHN) programme, plus an additional qualification that prepares them to supervise and assess in practice. In addition to the NMC Standards for Student Supervision and Assessment (SSSA) (NMC, 2018) there is a recognised requirement to ensure that learners undertaking the SPQ/SCPHN qualification are supported in practice by a registered nurse with an SPQ/SCPHN in the same field of practice, who has also gained an additional high level teaching and assessing qualification (e.g. Post-graduate Certificate in Education) to ensure a supportive, robust learning experience for the learner. It is also important that this role incorporates engagement and collaboration in developing programmes of education and multi-professional working that support a higher level of education and that prepare and sustain a workforce of specialist community clinicians, in line with NMC regulation requirements and NMC Approved post registration SPQ/SCPHN standards.

## Aim of the new Standards

These standards are not intended to prescribe how education programmes for practice teaching are delivered or to identify specific practice teaching roles, as a plethora of role descriptors for community practice teaching are already available. The Standards for Practice Teaching are a set of benchmarks and guidance that outline the transition from a Practice Supervisor and Practice Assessor (PS/ PA) role to that of a Community Practice Teacher and distinguish the attributes required for community practice teaching, support and education for learners undertaking the SPQ/SCPHN. They also inform current and future education and practice requirements that are expected of a registered nurse on completion of a level 7 (M) post registration Community Practice Teaching programme or equivalent, and as such should be embedded and recorded locally in the appraisal process and professional development plan for these practitioners working at an advanced level.

Extensive collaboration and consultation with Experts by Experience, Higher Education course/programme leads, practitioners and commissioners has led to the development of these standards and it is anticipated that they will inform future advanced Level 7 (M) education specifically for community practice teaching and serve as a career progression point. In addition, there are transferable principles which will be applicable to the practice teaching and learning skills required in supporting other advanced level programmes for nurses and Allied Health Professionals (AHPs).

To ensure a robust process has been followed and to provide currency in terms of consistency of community practice teaching education across the United Kingdom, the QNI standards align with key national standards and frameworks. For example, Standards for Student Supervision and Assessment (NMC, 2018); Standards for Post-registration Programmes (NMC, 2022); Multi-Professional Framework for Advanced Clinical Practice in England (HEE, 2017); UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (Advance HE, 2019) and Code of Practice for Practice Educators (NOPT, 2020).

The standards assume that Practice Teachers supporting contemporary SPQ/SCPHN learners have clinical and leadership capabilities commensurate with the role and will:

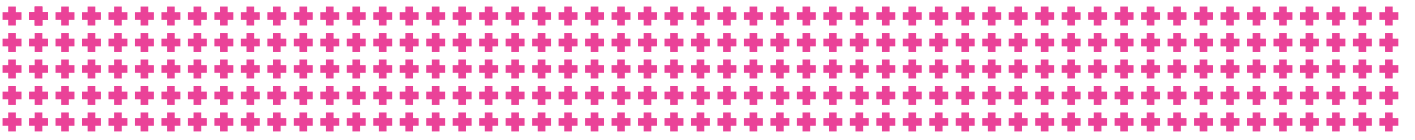
- Practise with adherence to the NMC Code (NMC, 2018) and within their scope of practice, being responsible and accountable for their decisions, actions, and omissions at this level of practice.
- Apply the principles of the Nursing and Midwifery Council (NMC) Standards for Student Supervision and Assessment, (2018) for all learners.
- Hold an NMC Recordable post registration SPQ/SCPHN Qualification, equal to or at a higher level than the student, and with at least two years' experience with an SPQ/SCPHN.
- Support Registered Nurses undertaking a SPQ/SCPHN within the same field of practice as themselves.
- Undertake a minimum 15 credit module (or equivalent) at Level 7 to prepare them for the advanced level of assessment required for learners undertaking post-registration SPQ/SCPHN qualifications.
- Practice as an autonomous practitioner with advanced skills in population health management, effective and innovative communication, competence in clinical judgement and complex decision making; acting as a role model delivering non-judgemental and value-based care and demonstrating the values of safe, high quality and compassionate nursing care.

### Using the QNI standards

These standards are presented as a set of benchmarks that align with the four pillars (Domains) of advanced practice from the Health Education England Advanced Practice Toolkit Framework (HEE, 2017) incorporated into advanced practice documents in all four UK countries. The domain titles for the purpose of these standards are:

1. Domain 1 - Clinical Care
2. Domain 2 - Leadership and Management
3. Domain 3 - Education and Assessing Learning
4. Domain 4 - Evidence, Research and Development

For the purpose of these standards the term 'learner' refers to a registered nurse undertaking a Specialist Practice Qualification (SPQ) or Specialist Community Public Health Nurse (SCPHN) and any nurse or other professional undertaking education in the practice setting.



## The Standards

At the end of a Practice Teaching course the Community Practice Teacher will be able to:

Domain	Expected Standard
<b>Domain 1 - Clinical Care</b>	<b>1.1</b> Lead education in clinical practice and deliver expert clinical care which promotes the development of critical thinking skills of learners through critical reflection on own scope of clinical practice and that of learners.
	<b>1.2</b> Critically reflect on own knowledge, skills and values as an educator in practice to enable fair and equitable assessment of learners to meet the requirements of the profession.
	<b>1.3</b> Encourage and support learners to employ effective and innovative communication skills that inform a person-centred, co-productive approach to decision making in complex and unpredictable situations, with sensitivity to all people when supporting them to make positive changes to their health and care.
	<b>1.4</b> Utilise advanced communication skills within the multi-professional team and network with practice teaching peers to engage in activities that contribute to advancing practice and that integrate the principles of research findings into clinical and organisational contexts, while contributing to the creation of new knowledge.
	<b>1.5</b> Cultivate and promote health equality, anti-racist and anti-discriminatory behaviour and implement legislative and human rights frameworks that underpin community nursing practice and recognise, respect and support the diversity of the community served.
	<b>1.6</b> Ensure learner awareness of cultural and global health priorities/challenges, complex co-dependencies of systems and countries, with consideration and attention to equality, equity, and diversity. Promote representation of the global majority in healthcare and consider and address health and social care challenges for the global majority.
	<b>1.7</b> Critically reflect on the impact of unconscious bias and how this may influence decisions on learners' competence, learning and assessment of their skills.
	<b>1.8</b> Demonstrate capability and confidence in discussing the theory and evidence underpinning your area of practice and exercise advanced clinical decision-making skills, articulating this to learners and team members.
	<b>1.9</b> Facilitate the learner as an advocate, to model an innovative and flexible approach to developing and delivering care that is responsive to changing requirements, ensuring safe and effective high-quality care delivery.
	<b>1.10</b> Critically evaluate with learners an understanding of genetics and genomics to health, prevention, screening and treatment and the importance of the skills required to gather family history, identifying hereditary risk, and making appropriate referrals for genetic consultation and testing.
	<b>1.11</b> Educate the learner to employ a biopsychosocial approach to practice using advanced assessment skills in the prevention and early identification of interventions that reduce escalation of risk when assessing individuals who have complex health care needs and multiple co-morbidities.
	<b>1.12</b> Promote practice that integrates and leads evidence based psychological, social care and social justice interventions to enhance practice.

**Domain 1 -  
Clinical Care**

- 1.13** Demonstrate clear system approaches to ensure the full range of healthcare needs for people are met by the most appropriate service and multi professional agencies, including voluntary and charitable sectors.
- 1.14** Demonstrate effective use of mobile health technology, simulation, virtual reality and social media to facilitate learning and networking with peers, and promote an understanding of how digital technology influences people's views and perceptions and the impact on their health.
- 1.15** Promote the role of an autonomous, advanced practitioner, utilising your expertise in the area of specialist practice to guide learners to appropriate learning opportunities and act as a resource to the learner as they develop.
- 1.16** Support the learner to manage their workload effectively within regulatory, professional, legal, ethical and policy frameworks, demonstrating accountability in managing own caseload and ensuring inclusivity of staff to feel valued and supported.
- 1.17** Employ professional judgement in managing risk and raising concerns appropriately, particularly where there may be complex and unpredictable events. Support the learner to do likewise and be able to enact escalation processes that ensure the safety of individuals, families, carers and staff.
- 1.18** Evaluate the ways in which learners develop specialist, advanced practice knowledge and capabilities. Use reflective and clinical supervision skills to provide support and guidance to the learner when learning new skills or applying new or existing knowledge to the context of practice.
- 1.19** Foster and maintain a regular and collaborative relationship with programme leads within HEIs to ensure currency with SPQ/SCPHN programme content, changes to assessment methods and regulatory requirements in the context of clinical practice.

**Domain 2 -  
Leadership  
and  
Management**

- 2.1** Lead and model the values, attitudes and behaviours used to facilitate, assess and evaluate post -registration SPQ/SCPHN learning, and develop critical reflective strategies to advance your own and others' teaching practice.
- 2.2** Formulate and lead a culture of organisational professional development opportunities to inspire the learner, with a focus on leadership, interprofessional shared learning, excellence in practice, innovation and quality improvement to test and improve service provision; and that ultimately improve consistency and sustainability in the quality of care delivery at local level.
- 2.3** As an education lead in clinical practice, identify and reflect on own leadership style and demonstrate advanced skills and competence around clinical judgement, decision-making and accountability, articulating the complexity of clinical decision-making and autonomous working to SPQ/SCPHN learners.
- 2.4** Demonstrate leadership qualities relating to current developments in practice education in an inter-professional and interagency context



**Domain 2 -  
Leadership  
and  
Management**

- 2.5** Demonstrate professional, effective, compassionate, and collective leadership in supervision, assessment and peer support, acknowledging the wellbeing and mental health of self and learners.
- 2.6** Promote advanced communication, reflective and problem-solving skills that lead to constructive engagement in professional dialogue with service users, carers, peers and interprofessional colleagues.
- 2.7** Be cognisant of individual learners' needs for enhanced support and referral, engaging and teaching the learner to self-evaluate and co-develop agreed structured action plans, incorporating clinical supervision support and understanding of strategic guidance to escalate concerns.
- 2.8** Demonstrate effective leadership skills that successfully advance clinical practice; acting as a role model to employ advanced critical thinking, self-awareness, reflection, and evidence-based care, enabling a high level of judgement and complex decision making in clinical practice and practice education.
- 2.9** Influence clinical practice and reduce unwarranted variation through critical application of advanced clinical expertise across professional and service boundaries, that enhance quality, promote collaboration and the sharing and adoption of best practice.
- 2.10** Articulate the value of clinical supervision, appraisal of learners and multi-professional team members in practice and demonstrate management of interpersonal and conflict issues, formulating and implementing strategies to reflect on learning in order to make improvements and build resilience.
- 2.11** Engage in effective multi-professional peer supervision processes to facilitate own professional development and that of others in educating SPQ/SCPHN learners. Lead and promote the development of multi-professional supervision processes for learners and the wider workforce.
- 2.12** Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across systems and broadening the sphere of influence.
- 2.13** Demonstrate the value of trusting professional relationships for learners to model and nurture partnership working in the creation of high-quality learning environments for learners and team members.
- 2.14** Demonstrate the ability to lead education in practice, working across practice and academic settings and demonstrate effective prioritisation and time management techniques to manage the dual (clinical / education) role.
- 2.15** Use effective negotiation skills to influence stakeholders and shape work processes and structures to create a shared professional identity for practice teachers, facilitating shadowing and mentoring opportunities.

**Domain 2 -  
Leadership  
and  
Management**

- 2.16** Apply change management strategies in relation to practice learning, that ensure staff respond flexibly and innovatively to unpredictable changing contexts of care, adhering to local and national policy.
- 2.17** Engage the SPQ/SCPHN learner in understanding a service and quality improvement approach, generating a culture of innovation, curiosity, creative thinking and learning to inform their new role.
- 2.18** Demonstrate use of effective, innovative approaches to managing the learner experience including support and facilitating completion of SPQ/SCPHN competency assessment documentation and professional development.
- 2.19** Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating, when necessary, concerns that affect the safety and wellbeing of individuals, students, families, carers, communities and colleagues.
- 2.20** Promote SPQ/SCPHN learners to work within their individual scope of practice, adhering to legal, ethical, professional, and organisational policies, governance, and procedures, with a focus on managing risk and upholding safety.
- 2.21** Exercise knowledge of professional development and career pathway opportunities for learners and support them to identify potential talents within their team and to apply the annual appraisal process, identify further learning and development to enhance their career progression.
- 2.22** Critically appraise and address own learning and wellbeing needs, negotiating a personal development plan that reflects the breadth of ongoing personal and professional development across the four pillars of advanced clinical practice.

**Domain 3 -  
Education  
and  
Assessing  
Learning**

- 3.1** Establish a positive, supportive, safe and effective learning environment for all learners, creating a range of learning opportunities and exercising expertise in the ability to relate to different learning styles in knowledge and skills acquisition.
- 3.2** In collaboration with HEI's, manage completion of practice placement audits for practice learning that ensure robust, appropriate and successful experiences for the SPQ/SCPHN learner in the multi professional practice environment.
- 3.3** Demonstrate a broad understanding of effective, creative and innovative approaches to high quality teaching and learning support, promoting and incorporating creative digital working.
- 3.4** Use a range of approaches to facilitate a shared understanding of the practice teaching role, in order to create an environment where protected time for teaching is understood and valued. Demonstrating flexible and adaptive leadership responses to student need. Fostering and engaging in 'feedforward' exercises as part of supporting a learning culture, to promote acknowledgement and learning from errors.



**Domain 3 -  
Education  
and  
Assessing  
Learning**

- 3.5** Critically assess and address the learning needs of learners moving into an advanced level of clinical practice, using relevant theory to support them by providing an effective evaluation of their progress and performance against specified professional objectives.
- 3.6** Foster approaches that incorporate and value the prior expertise of the learner and that encourage interprofessional learning, to enrich practice and a shared learning experience with others across practice and academic learning environments.
- 3.7** Maximise personal and professional growth, with a critical understanding of the different transitions to newly qualified status and post initial registration, identifying individual needs, supporting exploration of a new way of working whilst moving to a different level of practice and enabling this transition through targeted and individualised, theory driven support.
- 3.8** Educate and support learners, practice assessors and practice supervisors to critically apply and relate implementation science at a level appropriate to the learner.
- 3.9** Promote the values and importance of reflective, clinical and restorative supervision as an essential aspect of the learners' role and the importance of negotiating agreed protected time.
- 3.10** Critically review relevant educational research and theories for teaching, learning and assessment to enhance a quality, fair and accessible learning environment.
- 3.11** Apply a range of educational theories and principles of learning and teaching methodologies including blended learning, to support the development of learners in diverse settings. Use effective assessment strategies to monitor the progress of learners and assess their competence to practice.
- 3.12** Critically analyse and evaluate relevant assessment theories and models for providing respectful, constructive feedback to facilitate professional development in learners.
- 3.13** Critically assess, appraise and respond to individuals' motivation, development stage and capacity, and manage potentially problematic, interpersonal relationships and discord effectively.
- 3.14** Review and assess evidence from a range of sources to inform decisions about learners' clinical capability and demonstrate professional accountability for those decisions.
- 3.15** Promote early response and identification of a struggling learner who may need additional support or who finds their course challenging. Develop an agreed action plan that incorporates supportive, proactive learning strategies that ensure development and consideration of the learners' health and wellbeing in times of difficulty, applying reasonable adjustments accordingly.



**Domain 3 -  
Education  
and  
Assessing  
Learning**

- 3.16** Escalate concerns if appropriate and in a timely manner and be accountable for confirming that learners have met, or not met, the NMC (or equivalent regulator) standards of proficiency in practice for either initial registration or at a post registration level; and are capable of safe and effective practice.
- 3.17** Promote effective approaches to partnership working with HEI partners and equivalent educational facilities to create optimum shared learning and teaching opportunities of advanced educational knowledge within related academic programmes.
- 3.18** Collaborate with practice teacher peers and academic colleagues in curriculum development, implementation and evaluation and critically design and implement robust assessment frameworks that consider preceptorship and agreed action plans with learners.
- 3.19** Engage learners and self in self-directed learning, to reflect critically to maximise skills and knowledge, as well as personal potential to lead and develop lifelong learning and assessment with learners and self.

**Domain 4 -  
Evidence,  
Research and  
Development**

- 4.1** Critically appraise and contribute to national initiatives and research to steer organisational best practice in practice education, clinical practice and service improvement; be actively involved in policy development, service provision, interpretation of data and implementation science to inform health management.
- 4.2** Actively engage in good research practice, advancing own knowledge in the development of evidence-based strategies that inform and develop a learner's understanding at both pre-registration and post registration level, enhancing quality and enabling positive responses to changes and challenges in care delivery.
- 4.3** Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin own practice and inform clinical and education practices.
- 4.4** Facilitate learners to evaluate evidence of successful approaches to audit own and others practice, selecting and applying valid, reliable methods, then acting on and disseminate findings to inform future practice.
- 4.5** Enhance the quality of the learning experience and environment by facilitating the link between evidence-based theory and practice and develop practice through the dissemination of research findings.
- 4.6** Facilitate learners to critically identify potential gaps in the current evidence base, its application to practice, and the potential need for further research to strengthen the evidence for best practice. Contribute to research activity and/or seek out and apply for research funding where there is evidence of local or national need and facilitate collaboration between practice settings, education and research through engagement and networking with the academic, teaching and clinical teams and other active researchers to address these gaps in a safe and pragmatic way.



**Domain 4 -  
Evidence,  
Research  
and  
Development**

- 4.7 Lead and support learners with the application of quantitative and qualitative research methods and engage, support and facilitate the learner with the opportunity to undertake original research-based enquiry, in an area of personal interest relevant to their area of professional practice. Support the learner to share their findings, promoting team contribution to the collation, monitoring and interpretation of data statistics to inform audit, research, and quality improvement initiatives.
- 4.8 Facilitate learning opportunities to develop understanding of how Quality Improvement processes inform and drive quality in service delivery. Promote adherence to the duty of candour and ensure responses are documented and responded to in a timely and strategic manner.
- 4.9 Promote understanding of recognised methodologies to improve systems and processes that impact on standards of care and support for people, and that underpin the area of practice.
- 4.10 Contribute to the development and implementation of robust governance systems, implementation of evidence-based protocols, documentation processes, standards, policies and clinical guidelines through interpreting and synthesising information from a variety of sources and promoting their use in practice.
- 4.11 Collaborate with Higher Education Institutions and utilise knowledge and expertise to contribute to the curriculum development of community nursing education programmes preparing learners to work at an advanced level of practice, contribute to professional standards reviews, national initiatives, and research related to working at an advanced level of practice.
- 4.12 Contribute to and encourage membership of national organisations that support field specific professional education and share and develop educational and research expertise that influences policy and contemporary principles of advanced practice in community nursing.
- 4.13 Disseminate best practice research findings, practice development and Quality Improvement projects through appropriate media and fora (e.g., presentations and peer reviewed research publications) to enhance the quality of teaching, learning and practice.

## Project background and methodology

The Queen's Nursing Institute (QNI) was approached to address concerns surrounding the level of education support in practice experienced by registered nurses undertaking a post registration SPQ/SCPHN programme of study. In 2021, the QNI Council approved and agreed to fund this project to develop standards to support and provide clear articulation of the professional role of community practice teaching. The project has been led by a project manager with extensive in-depth working knowledge and understanding of both community nursing practice and higher education.

A systematic, quality assured process has been undertaken to develop these standards, written to reflect the expectation in practice of a registered nurse completing a Level 7 (M) Community Practice Teaching programme and to prepare them for the higher level of practice and educational role required to support registered nurses undertaking a SPQ or SCPHN programme.

The standards have been created based on the findings and contributions from an initial literature review that continued throughout the development of these standards. Expert contributions were sought by establishing a Standards Advisory Group with representation from: Experts with Lived Experience, Nursing and Midwifery Council (NMC) Royal College of Nursing (RCN), NHS Health Boards for England, Northern Ireland and Wales, Health Education England (HEE), Institute of Health Visiting (IHV), National District Nurse Network (NDNN), Higher Education post registration Community Nursing programme leads with representation from England, Wales and Northern Ireland, Association of District and Community Nurse Educators (ADNE), Association of Academic General Practice Nurse Educators (AAGPNE), School and Public Health Nurses Association (SAPHNA), United Kingdom Standing Conference on SCPHN (UKSC), Unite-Community Practitioners and Health Visitors Association (CPHVA), key stakeholders and service providers, Council of Deans of Health, Skills for Care and the Care Quality Commission (CQC). The individual members are listed in Appendix 2.

In September 2021, the QNI undertook a survey (399 responses) of community nurses supervising and assessing registered nurses undertaking SPQ/SCPHN programmes and the views of learners undertaking SPQ/SCPHN programmes, to establish the contemporary level of support provided in the community for nurses undertaking the SPQ/SCPHN qualification. A further survey (104 responses) was undertaken with HEI leads offering Nursing and Midwifery Council (NMC) approved post-registration SPQ and SCPHN programmes and/or Community Practice Teaching education programmes or equivalent.

Early survey data evidenced that since the withdrawal of the Practice Teacher role, Practice Teaching standards and reduced funding for Practice Teacher HEI programmes, there has reportedly been a devaluing and dilution of the Practice Teacher role. Survey responses identified a plethora of practice teaching titles, roles and scope of practice of those supporting and educating SPQ/SCPHN learners in practice. Of those responses (n=399), an overwhelming 77.9% agreed that specific Practice Teaching courses prepared them to support and assess at the higher level required from a SPQ/SCPHN learner and stressed the importance of this role.

Following the inception of the NMC Standards for Student Supervision and Assessment (2018), where some Practice Teachers were working at a higher level with a SPQ/SCPHN learner and held an additional recognised Practice Teacher qualification, some of these highly educated practitioner roles were retitled and regraded in practice to 'Practice Assessor'. As a contrast to this example, participants also identified that in practice, there are also 'Practice Assessors' who are newly qualified and have undertaken fundamental training as a 'Practice Assessor' without the requirement of having a SPQ/SCPHN or higher award.

Data indicated 60% of SPQ/SCPHN learners are assessed in practice by a Practice Assessor. Further examples of initial data from both surveys highlighted a significant 79% of responders (n=503) recognising the need for a practice teaching qualification or equivalent to be available for the support of those teaching and assessing SPQ/SCPHN learners in practice. Reportedly, 40% of SPQ/SCPHN learners are not supported by a Practice Teacher and the ratio of Practice Teacher/Practice Assessor to learner ranged from 1:1 to 1:10 (4 respondents indicated they were supporting more than 10 students) with little or no support offered to these educators and their concerns expressed about the impact of the SPQ/SCPHN learning and experience.



A positive data outcome however is that 41% of HEIs are now offering preparation programmes for Practice Supervisors and Practice Assessors specifically for those supporting SPQ and SCPHN learners.

Following the survey analysis, consultation focus groups with learners, practitioners and educators were undertaken via online virtual platforms in view of the restrictions enforced during the COVID19 pandemic. This enabled over 400 participants to contribute to the consultation, and the themes from this process identified the minimum expectation of a Practice Teacher/ Practice Assessor, such that they should have the following attributes:

- A SPQ/SCPHN qualification, experienced in the specific field of practice, having undertaken a module of study specific to practice teaching at level 7 and ideally a Post Graduate Certificate in Education.

Additionally, contributors outlined the expected support mechanisms for community practice teaching roles, which should include:

- Protected time with each SPQ/SCPHN learner
- A maximum number of learners to support
- Collaboration with HEI SPQ/SCPHN programme leads, practice teaching peers and attendance at HEI bi-annual/ quarterly update meetings
- Contractual agreement with learners, employers and HEIs.

Following this process, a Standards Reference Group (SRG) was formed by the QNI to continue the consultation, with individuals representing education and practice from all four UK countries and all SPQ and SCPHN fields of practice and including, commissioners and providers (listed in Appendix 3).

The development of the QNI standards for Community Practice Teaching has been very well received with overwhelming engagement, support and collaboration with partners across practice and education. There was a consensus about the need for an advanced level of practice teaching, to support nurses undertaking an SPQ or SCPHN programme. Following a final Standards Advisory Group meeting, a draft of the standards was distributed to both the Standards Advisory Group and SRG for consultation and feedback. Additional suggestions and comments were received, and the standards refined based on this input.

It is intended that these new standards will ensure that the basis for contemporary, robust and consistent future educational and practice development is in place for registered nurses undertaking a SPQ or SCPHN programme. The author would like to extend her sincere gratitude to all contributors for the phenomenal engagement, positive support and timely responses, despite the challenges they have faced particularly over the last two years. This evidences the positive ethos of collaborative working and the commitment to ensuring a co-productive approach to developing practice and education standards.

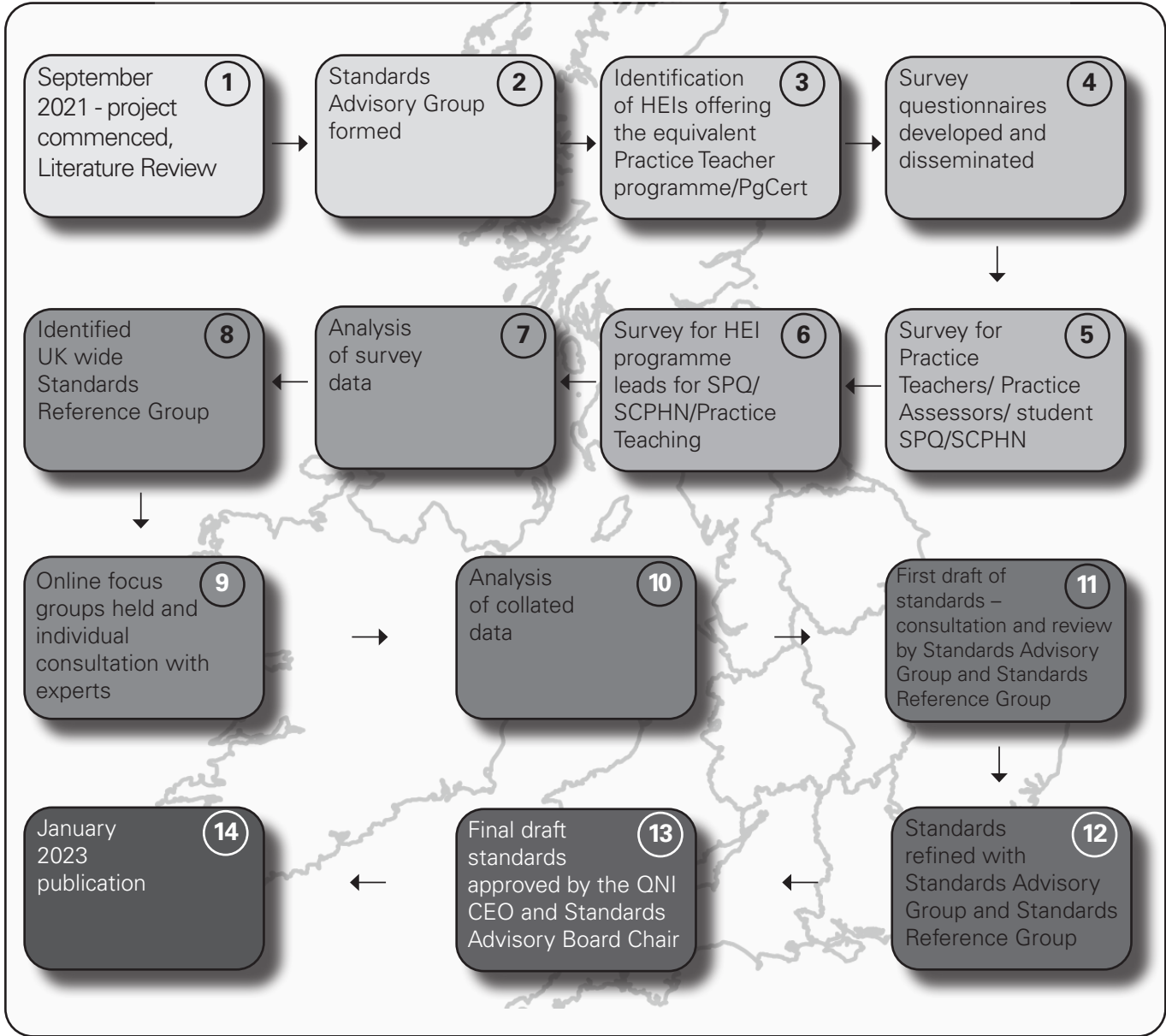
A very special thank you to Mr Scott Watkin (Expert with Lived Experience) who has expertly educated and supported the author throughout this project.

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### Appendix 1: Diagram - Development of Standards



## Appendix 2: Standards Advisory Group

Contact name	Job title	Organisation
Professor John Unsworth OBE	Chair	The Queen's Nursing Institute
Obi Amadi	Lead Professional Officer	CPHVA
Sharon Aldridge-Bent MBE	Director of Nursing Programmes (Leadership)	The Queen's Nursing Institute
Allison Brindley	Assistant Professor (former Co-Chair of AAGPNE)	University of Nottingham Association of Academic General Practice Nurse Educators
Maggie Clarke	Chair	SAPHNA (School Nurse)
Gill Coverdale	Professional Lead – Education Professional Lead Learning and Development	Royal College of Nursing
Chiquita Cusens	National Nursing Lead for Primary and Community Care	NHS Wales
Rebecca Daniels	Community Children's Matron	East London Foundation NHS Trust
Emma Davies	Professional Standards and Regulation Manager	Health Education and Improvement Wales (HEIW)
Liz Fenton OBE RN QN	Deputy Chief Nurse	Health Education England
Professor Julie Green	Programme Lead for Specialist Community Nursing (District Nursing) and Dean of Education, Faculty of Medicine and Health Sciences, and Director of Postgraduate Programmes	School of Nursing and Midwifery, Keele University
Angie Hack	Assistant Director of Nursing Programmes and Project lead	The Queen's Nursing Institute
Professor Anne Harriss	President Elect Academic	Society of Occupational Medicine (SOM)
Linda Kelly	Chief Executive	Northern Ireland Practice and Education Council for Nursing and Midwifery (NIPEC)
Steph Lawrence MBE	Chair of DN trailblazer group Executive Director of Nursing and Allied Health professionals	Leeds Community Healthcare and Leeds GP Confederation
Jo Lay	Senior lecturer (LD) Chair	University of Leeds LIDNAN
Suzanne Le Blond	Senior Lecturer. Post Registration HealthCare	University of Derby
Wendy Leighton	Project Manager - Regulated Professional Workforce	Skills for Care
Lisa Llewelyn	Director of Nurse and Health Professional Education	Health Education Wales (HEIW)
Angela McLernon	Chief Executive QNI Trustee	NIPEC Northern Ireland



Contact name	Job title	Organisation
Debbie Myers	Head of Clinical and Professional Development Quality and Professional Development Team	Leeds Community Healthcare NHS Trust
Dr Robert Nettleton	Education Lead and Fellow	Institute of Health Visiting
Fiona Nolan	Chair	Mental Health Nurse Academics UK (MHNAUK)
Dr Crystal Oldman CBE	Chief Executive	The Queen's Nursing Institute
David Pugh	Co-chairs	National District Nurse Network
Rebekah Matthews	Integrated Network Team Manager (DP)	Sirona Care and Health (DP)
Kendra Schneller	Nurse Homeless and Inclusion Health Programme Lead	The Queen's Nursing Institute
Karen Spilsbury	Professor of Nursing	Leeds University
Anne Trotter	Assistant Director: Education and Standards Education, Standards and Policy Directorate	Nursing and Midwifery Council
Theresa Titchener/ Jennifer Kirman	Chairs	United Kingdom Standing Conference on SCPHN (UKSC)
Dr James Turner	Associate Professor	Department of Nursing and Midwifery/ College of Health and Life Sciences Sheffield Hallam University
Karen Spilsbury	Professor of Nursing	Leeds University
Scott Watkin BEM	Expert by Experience Lecturer at University of Hertfordshire Head of Engagement, SeeAbility	SeeAbility
Vicky Wells	Deputy Chief Inspector - PMS and Integrated Care London	Care Quality Commission
Wendy Wesson	(PhD in Practice Education) Director of Postgraduate Programmes	Keele University
Dr Karen Whittaker	Education and Workforce Lead. Institute of Health Visiting	Education and Workforce Lead, Institute of Health Visiting



### Appendix 3: Standards Reference Group

Contact name	Job title	Organisation
Dr Karen Adams	Head of Post registration, Business and Enterprise	University of Huddersfield
Michelle Appleby	Health Visitor	Central and North West London NHS Foundation Trust
Lisa Ashworth	Lecturer	University of Central Lancashire
Siobhan Atherley	Senior lecturer	Canterbury Christ Church University
Regender Athi (Gina)	Health Visiting Practice Teacher	Sandwell and West Birmingham Hospitals NHS Trust
Gillian Baker	Quality Lead, Practice Learning, South East Region	Health Education England Southeast Region
Catherine Best	Occupational Health Nurse	
Nicky Brown	Regional Lead Nurse for Safeguarding and CYP	Office for Health Improvement and Disparities, Department of Health and Social Care
Sue Chilton	Senior lecturer	
Lisa Clarke	Senior Lecturer - Community Nursing Co-chair	University of Wolverhampton Association of Academic General Practice Nurse Educators (AAGPNE)
Lynn Collins	Professional Development Nurse	Sussex Community NHS Foundation Trust
Dr Helen Elliott	Associate Professor in Specialist Community Public Health Nursing	School of Health Sciences University of Greenwich
Sharon Evans	Lecturer - Nursing	Faculty of Health Plymouth University
Jenny Gilmour	0-19 Service Development Lead	Tower Hamlets GP Care Group CIC
Gail Goddard	Mobile district nurse team manager	Hounslow and Richmond Community Health NHS Trust
Alison Hawes	Clinical Workforce development Lead	Health Education England South East
Melanie Hayward	Associate Professor of Education – Quality Assurance and Enhancement	Buckinghamshire New University
Dr Deborah Haydock	Deputy Head of Department Department of Public Health and Wellbeing /Faculty of Health & Social Care	University of Chester
Dr Lorraine Henshaw	Senior Lecturer – Nursing	School of Health, Science and Wellbeing Staffordshire University
Rachel Hogan	Programme Leader- Community Health Nursing/Senior Lecturer- Non-Medical Prescribing	Birmingham City University
Michelle Horn	Assistant Head of Nursing & Midwifery, National Team	Health Education England



Contact name	Job title	Organisation
Christine Hutchinson	Consultant Nurse - Associate Director of Nursing Learning Disability Services and Autism services	Lancashire and South Cumbria NHS Foundation Trust
Janet Lee	District Nurse Practice Educator	Freshney Pelham Care Ltd. Freshney Green Primary Care Centre
Fiona Louth	Specialist Community Public Health Nurse-School Nurse (SCPHN-SN) Public Health 0-19 services	Barnsley Council
Madden Eilish	Family Nurse Family Nurse Partnership	Ballymena – Northern Trust, NI
Laura Moore	Community Professional Development Co-ordinator	Walsall Healthcare NHS Trust
Eileen Munson	Senior Lecturer in Advanced Practice and Community Health Nursing	University of South Wales
Dawn Odd	Senior Lecturer - Specialist Community Public Health Nursing	University of the West of England
Dr Karen Rees	Senior Academic (Public Health and Health Visiting)	Bournemouth University
Sarah Thirtle	Senior Lecturer and Programme Lead: Specialist Practitioner Qualification DN/CCN and MA Public Health	Buckinghamshire New University
Janet Taylor	Health Visitor	Southeast Trust -HSCNI
Anne Tomkinson	Practice Educator/SCPHN – Countywide	Compass for Health
Kate Vine	Professional Development Nurse	Sussex Community NHS Foundation Trust
Louise Wicks	Practice Education Team Manager	Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust
Rachel Willis	Community Professional Education Lead	Walsall Healthcare NHS Trust
Allie Wood	Practice Educator/Health Visitor/ School Nurse	Sussex Community NHS Foundation



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