

Nursing and Midwifery Council – Nurse proficiencies and education framework consultation

Response from the Paediatric Continence Forum, 12/09/2017

1a. Do you agree that these principles have been met and seek to protect the public?

- Reflect on what people will need from nurses in the future that can be applied to all fields of nursing practice (adult, children, learning disabilities and mental health) – **Neither agree nor disagree**
- Provide outcomes that are open to objective assessment – **Agree**
- Reflect higher level knowledge and skills that emphasise research and evidence skills – **Neither agree nor disagree**
- Ensure a focus on compassion and expertise in evidence based fundamental nursing care – **Agree**
- Allow for flexible approaches to programme delivery – **Disagree**
- Provide entrants to nursing with an understanding of mental and physical health and care – **Neither agree nor disagree**
- Contain outcomes that prepare nurses for working effectively in multi-professional and interagency teams – **Agree**
- Include outcomes that focus on leadership and the nurse's role in managing complex care – **Agree**
- Ensure that there is sufficient emphasis on health and wellbeing – **Disagree**
- Emphasise public health, dementia, frailty and end of life care – **Neither agree nor disagree**
- Ensure that the new standards of proficiency are sufficiently accessible to the public – **Neither agree nor disagree**
- Be unambiguous, clear and concise – **Agree**
- Provide the building blocks for continued professional development and advanced practice across a range of contexts – **Agree**

2. The future nurse will work within a range of settings and therefore we have designed our new proficiencies to apply across all four fields of nursing (adult, children, learning disabilities, mental health). Do you feel we have achieved this approach? – **Neither agree nor disagree** - With regards to the content of point D of Annex B, "meeting needs for care and support with elimination", it is important to ensure that the standards reflect the different requirements for children's nursing relative to adult nursing.

4. Do you agree that the draft standards of proficiency underline the importance of person centred care? – **Disagree** – Again with reference to point D of Annex B, it is important to ensure that nurses are taking into account the individual needs and preferences of patients with continence issues wherever possible.

7. The draft standards of proficiency place an increased emphasis on leadership skills. Do you agree that this will be achieved for the nurse at the point of entry to the register? – **Disagree** - The standard of leadership suggested does not meet the changing landscape of commissioner/provider arrangements which nurses must now work within.

9. The draft standards of proficiency apply across all four fields of nursing practice (adult, children, learning disabilities and mental health nursing) as nurses of the future will work across a variety of settings and encounter people of all ages with varying complex needs across mental, cognitive, behavioural and physical health. Should the nursing procedures in annexe B be similarly applied across all four fields of nursing practice? – **Disagree**

10. If you responded strongly disagree or disagree should there be more emphasis in the level of nursing procedures that is specific to a field of nursing? – **Agree** - For point D of annex B, there should be an awareness of the different skills needed to observe, assess and carry out procedures for a child or young person and the equivalent for an adult - relative to their different needs.

14. Should competence of certain nursing procedural skills be achieved in simulated practice settings before being assessed in practice settings – **Yes** - To be able to correctly select the size, type and fit of certain continence products, such as catheters - and to be able to insert, manage and remove catheters, including advising on self catheterisation. This includes sharing with children current advisory booklets designed for different age groups. In addition, administering enemas and suppositories.

20. In order to demonstrate that students have met the communication and relationship skills stated in Annexe A to practice safely and effectively at the end of the programme, should student nurses be required to demonstrate proficiency (please select one option only): - **Across each of the four fields of nursing practice (adult, children, learning disabilities, mental health nursing)** - In addition to communication and relationship skills within the profession, it is important that nurses are taught to work with other relevant partners to achieve the best outcomes for patients. For example, children's nurses should be able to work with key partners in schools and early years settings, particularly in areas such as continence where addressing a problem at the earliest stage in a community setting is highly preferable.

22. Are there any aspects of nursing practice that you would expect to have seen in the draft standards of proficiencies which are missing?

The PCF would like to suggest that point D of Annex B, "meeting needs for care and support with elimination", could be significantly expanded upon. We would suggest that point D should now read as follows:

Meeting needs for care and support with elimination and promotion of bladder and bowel health

- at first presentation, ask every patient a trigger question to check for symptoms
- assess level of independence and self-management opportunities for bladder and bowel health
- observe and assess bladder and bowel symptoms to determine the need for support, treatment and management
- assist with toileting, including developing basic toileting programmes for children. Maintain dignity and privacy and manage and select the use of appropriate aids including pans, bottles and commodes
- able to correctly select the size, type and fit of the most appropriate continence products (where the person is not able to be continent) including pads, sheaths and appliances - taking into account individual needs, lifestyle and preferences whenever possible
- be aware of the range, type and indication of use of catheters available and able to select, insert, manage and remove catheters for all genders and assist with self-catheterisation when required *AH,*CH
- manage bladder drainage taking into account general hygiene and infection control factors
- assess elimination patterns and associated relevant signs and symptoms to identify constipation, diarrhoea and urinary and faecal retention
- administer enemas and suppositories. Undertake rectal examination and manual evacuation when appropriate – but only with sufficient additional training and experience, particularly for children.
- undertake stoma care and using best practice techniques and products
- continence to be promoted at all times.

23. Do you have any other comments about the future nurse standards of proficiency and annexes we are consulting upon?

We were encouraged to hear Steve Brine MP, Parliamentary Under Secretary of State for Health, while speaking during an adjournment debate in the House of Commons on incontinence (in adults and children) on 5th September, say that "strengthening the workforce's knowledge is absolutely key to continence care

and the importance of this issue to the comfort of patients is already an important part of the basic training offered to a wide range of clinicians and care workers as part of the NMC's training curriculum."

For further information, please visit www.paediatriccontinenceforum.org or email paediatriccontinenceforum@whitehouseconsulting.co.uk.