District Nursing Standards: One year on
Welcome to the home of the ADNE
The Association of District Nurse Educators (ADNE) is dedicated to excellence in District Nurse practice and education.

About the ADNE

Who are we?
ADNE Members and Associate Members are qualified District Nurses, with extensive knowledge and experience of university education and / or DN education within the practice setting.
Examine the implementation of the 2015 QNI/QNIS Voluntary Standards

Critically discuss the position of the district nurse specialist practitioner qualification (DN SPQ) going forward

Share best practice regarding district nurse education
Five year forward view

• “NHS will take decisive steps to break down the barriers in how care is provided between family doctors and hospitals, between physical and mental health, between health & social care”

• NHSE 2014 p3
Care in local communities

- Population & caseload management

- Support and care for patients who are unwell, recovering at home and at end of life

- Support and care for independence

(DH 2013 p12)
# District Nursing Education and Career Framework

<table>
<thead>
<tr>
<th>Role</th>
<th>Minimum professional and educational requirements for the role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Care Assistant</strong> Level 2</td>
<td>Care Certificate to include, or have as an addition, training for working alone in community settings and specific skills needed for the role. Hold or working towards Level 2 QCF Diploma in Clinical Healthcare Support or equivalent. Maths and English Test.</td>
</tr>
<tr>
<td><strong>Health Care Assistant</strong> Level 3</td>
<td>Care Certificate to include, or have as an addition, training for working alone in community settings and specific skills needed for the role. Level 2 brief intervention training. QCF level 3 diploma in clinical healthcare support or the equivalent. Level 2 brief intervention training (See NICE guidelines).</td>
</tr>
<tr>
<td><strong>Assistant Practitioner</strong> Level 4</td>
<td>Care Certificate. Foundation degree (level 5) to include level 2 brief intervention training. QCF level 5 diploma</td>
</tr>
<tr>
<td><strong>Community Staff Nurse</strong> Level 5</td>
<td>Registered on part 1 of the NMC register.</td>
</tr>
<tr>
<td><strong>District Nurse/Team Leader</strong> Level 6</td>
<td>Registered on Part 1 NMC register. First degree. NMC Specialist Community Practitioner Qualification – District Nurse. NMC Mentorship qualification</td>
</tr>
<tr>
<td><strong>Senior District Nurse/Team Leader</strong> Level 7</td>
<td>Registered on Part 1 NMC register. First degree and working toward a Master's degree. NMC Specialist Community Practitioner Qualification Practice Teacher award or mentorship award.</td>
</tr>
<tr>
<td><strong>Senior District Nurse/Team Leader</strong> Level 7</td>
<td>Registered on Part 1 NMC register. First degree and working toward a Master's degree. NMC Specialist Community Practitioner Qualification Practice Teacher award or mentorship award.</td>
</tr>
<tr>
<td><strong>Assistant Practitioner</strong> Level 4</td>
<td>Care Certificate. Foundation degree (level 5) to include level 2 brief intervention training. QCF level 5 diploma</td>
</tr>
</tbody>
</table>

**Note:** Under further development with HEE Talent for Care Programme.
QNI/QNIS 2015

- Consensual view of the role of the district nurse
- Standards reflect current & future role
- Mapped to the NMC Standards for Specialist Practice
November 2016

• Programmes mapped to the QNI/QNIS standards
  – 21 programmes mapped
  – 4 programmes mapping in progress
  – 1 programme partially mapped
  – 2 programmes not mapped
Liverpool: May 2017

• ADNE members

• ADNE Associate Members
  – 4 key questions
How are the standards operationalised?

- Students mapped the QNI/QNIS Standards to the current programme

- Mapped however not “operationalised” on a daily basis

- Practice assessment utilises the QNI/QNIS Standards

- Revalidation 2018

- Recent revalidation
  - Module and programme specification, practice assessment mapped
How do they work in reality?

- Aligns more to compassion and practice policy drivers
- Students can’t see where the NMC and QNI/QNIS Standards dovetail
- Meets the expectations of organisations objectives for strong leadership
- not realistic, not reflective of the level of specialist practice
Community Providers

• Clinical standards and role modelling provided by the DN Practice teacher to support student learning

• “as a PT utilise the voluntary standards alongside the NMC standards as the voluntary standards do give more direction to how the student can achieve the standards in
Higher Education Institutions

- **Challenging**
  - Voluntary standards mapped but academic work utilises the NMC Standards

- **Working well**
  - Students use voluntary standards in the practice evidence
Mapping the QNI/QNIS Standards Practice Assessment Document

• Developing education sessions for staff

• Interest in only using the QNI/QNIS Standards

• Potential for a national practice assessment document
Going Forward

• What do organisations want?

• Changes in funding

• Recorded qualification

• Full time/ part time

• Organisational variation
  – Role, funding, prescribing
The Role of the District Nurse

• The district nurses role is highly complex and requires skills in negotiating, coaching, teaching and supporting people and their carers, whilst effectively collaborating with other agencies and services involved in enabling people to remain safely in the community

– QNI/QNIS Voluntary Standards for District Nurse Education and Practice 2015 p1
As a complex multi-faceted role, the skills, knowledge and competencies of the district nurse are not transferable from other area of nursing. The clinical autonomy and professional accountability of the district nurse role therefore, requires assurance for commissioners, employers, the NMC—not least for the patients, carers, families and members of the public. This assurance requires Specialist Practitioner training, time to bridge theory to practice and competency sign off.
Next steps

• District nursing
  – A unique profession?

• Leeds Community Healthcare NHS Trust
  – slawrence6@nhs.net

• 30 provider organisations

• Specialist Practitioner- District Nurse
Examine the implementation of the 2015 QNI/QNIS Voluntary Standards

Critically discuss the position of the district nurse specialist practitioner qualification (DN SPQ) going forward

Share best practice regarding district nurse education
References

• Bliss J & Dickson C (2016) The case for the district nurse specialist practice qualification *British Journal of Community Nursing* 21 (8) 10-11


• Queen’s Nursing Institute & Queen’s Nursing Institute Scotland (2015) The QNI/QNIS Voluntary Standards for District Nurse Education and Practice