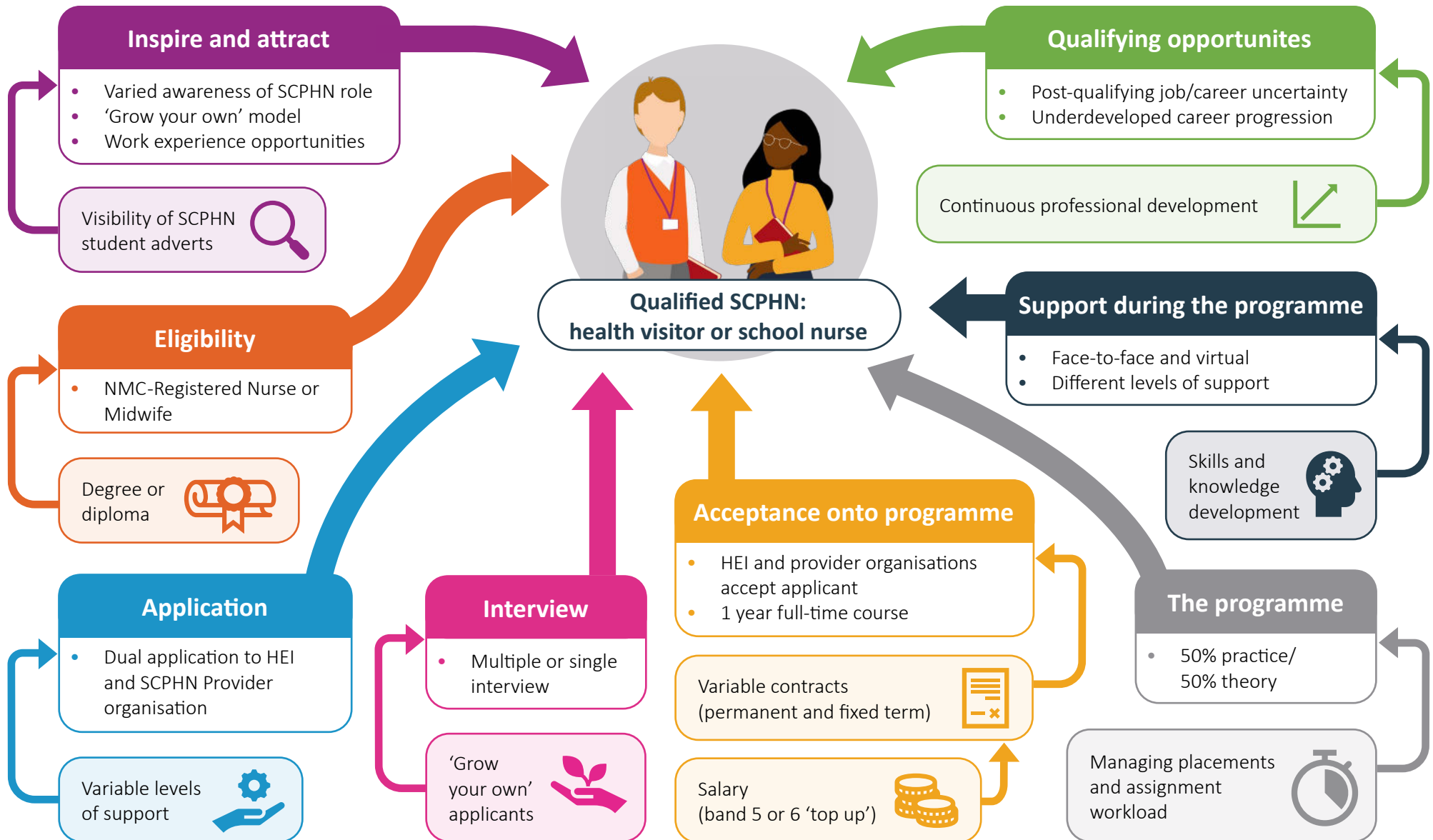


Current pathway for future Specialist Community Public Health Nurses (SCPHN) in London

The current pathway is complex and not linear



Key finding of the pathway development review using implementation science

The review drew on implementation science, using Normalisation Process Theory (NPT) to investigate the processes by which new ways of working are embedded in practice and become normalised and 'taken for granted'. The findings are shown under the following four NPT constructs:

Coherence

(Making sense of the role)

- Motivation/sense making**
 - to 'make a difference' for families and children
 - career progression
- Understanding of the role**
 - poor understanding of HV/SN
 - 'grow your own'
- Positive differentiation from current role**
 - focus on prevention, early intervention and public health
 - family friendly
 - working in community
- Perception of SCPHN as an attractive career**
 - workforce pressures/shortages
 - raising the profile of the role
 - wider political instability/unclear national policy for SCPHN

Cognitive participation

(Finding out about the SCPHN course and enrolling)

- Awareness of Student SCPHN opportunities**
 - NHS Jobs
 - job fairs
 - recruitment days
 - word of mouth
 - poor advertising
 - limited use of social media
 - varying advert times
- Preparedness for course and HV/SN role**
 - internal career progression/ 'grow your own' model
 - limited information
 - fear of going back to university
- Support for application**
 - straightforward application process
 - linking practice placement and university application to make this easier
 - communication from university
- Salary implications**
 - advertised salary band 5
 - salary cut detracts more experienced applicants

Collective action

(Making it work in practice)

- Skills and knowledge development**
 - personalised: to address gaps in learning
 - academic and practice learning
 - prescribing
 - passion for the role is a key motivator
 - supportive staff
 - creative teaching
 - assessor supervisor role vs Practice teacher
- Workability - Fitting it all in**
 - high workload
 - academic vs. practice
 - Covid impacts
- Allocation of resources**
 - financial impact
 - travel
 - accommodating learning needs

Reflexive monitoring

(Understanding the effects of the SCPHN training programme)

- Motivators and barriers to programme success**
 - jobs guaranteed
 - SCPHN career progression opportunities
 - following band 6 (level 7 study)
 - personal drive to complete - linked to motivators
 - fixed-term contracts on course
 - organised placements - lack of choice
 - contracts differ after completion
 - national SCPHN job insecurity
- Ongoing evaluation, learning and improvement**
 - informal feedback mechanisms for learning and quality improvement
 - lack of consistency across London

Recommendations for improvement to the student SCPHN recruitment pathway

Consistency across all London Boroughs is needed to ensure equity of experience and opportunity.

