



Royal College  
of Nursing

RCN COMPETENCES

# Children and young people's cardiac nursing:

*RCN guidance on roles, career pathways and competence development*





## Acknowledgements

We would like to thank all those who have supported the development of this second edition, including Congenital Cardiac Nurses Association members, RCN members and RCN staff. Particular thanks are extended to the many nurses for their invaluable comments throughout the process of updating this document.

This publication is due for review in September 2016. To provide feedback on its contents or on your experience of using the publication, please email [publications.feedback@rcn.org.uk](mailto:publications.feedback@rcn.org.uk)

## Editor

**Kerry Gaskin**, Chair of the Congenital Cardiac Nurses Association (CCNA) and Senior Lecturer in Children's Nursing, University of Worcester

## Authors

**Kerry Gaskin**, Senior Lecturer in Children's Nursing, University of Worcester

**Fiona Smith**, Adviser in Children and Young People's Nursing, Royal College of Nursing (RCN), London

**Rachel Broomfield**, Advanced Nurse Practitioner, Cardiorespiratory Services, Great Ormond Street Hospital for Children NHS Foundation Trust, London

**Colette Cochran**, Children's Cardiac Nurse Specialist, Southampton General Hospital

**Amanda Daniels**, Advanced Nurse Practitioner, Cardiac Department, Birmingham Children's Hospital NHS Foundation Trust, Birmingham

**Gill Harte**, Children's Cardiac Nurse Specialist, Southampton General Hospital

**Rebecca Hill**, Deputy Chair of CCNA and Consultant Nurse Cardiac Surgery, Alder Hey Children's NHS Foundation Trust, Liverpool

**Lindsay-Kay Leaver**, Cardiac Adolescent and Transition Clinical Nurse Specialist, Cardiorespiratory Services, Great Ormond Street Hospital for Children NHS Foundation Trust, London

**Di Robertshaw**, Membership Secretary and Treasurer of the CCNA and Nurse Practice Educator, Great Ormond Street Hospital for Children NHS Foundation Trust, London

**Liz Smith**, Lead for Advanced Nurse Practitioner and Education, ECMO Coordinator, Cardiorespiratory Services, Great Ormond Street Hospital for Children NHS Foundation Trust, London

---

## RCN Legal Disclaimer

This publication contains information, advice and guidance to help members of the RCN. It is intended for use within the UK but readers are advised that practices may vary in each country and outside the UK.

The information in this booklet has been compiled from professional sources, but its accuracy is not guaranteed. Whilst every effort has been made to ensure the RCN provides accurate and expert information and guidance, it is impossible to predict all the circumstances in which it may be used. Accordingly, the RCN shall not be liable to any person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by what is contained in or left out of this website information and guidance.

Published by the Royal College of Nursing, 20 Cavendish Square, London, W1G 0RN

© 2014 Royal College of Nursing. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without prior permission of the Publishers. This publication may not be lent, resold, hired out or otherwise disposed of by ways of trade in any form of binding or cover other than that in which it is published, without the prior consent of the Publishers.

# RCN competences:

## Children and young people's cardiac nursing: RCN guidance on roles, career pathways and competence development

### Contents

<b>1. Introduction</b>	<b>2</b>
<b>2. Career pathway for children and young people's cardiac nursing</b>	<b>3</b>
<b>3. Key nursing roles across children's cardiac services</b>	<b>7</b>
<b>4. The future vision for nursing within the children and young people's cardiac specialty</b>	<b>12</b>
<b>5. The Knowledge and Skills Framework (KSF) for children and young people's cardiac nurses</b>	<b>14</b>
<b>6. The KSF competences</b>	<b>24</b>
<b>7. Education and learning for children's cardiac nursing</b>	<b>27</b>
<b>Appendices</b>	<b>29</b>
1. Example job description: lead nurse	29
2. Example job description: children's cardiac nurse specialist (level 6)	33
3. Example job description: children's cardiac nurse specialist (level 7)	37
4. Example job description: lead children's cardiac nurse specialist (CCNS) (level 8a)	41
5. Example job description: adolescent and transition clinical nurse specialist	45
6. Example job description: lead clinical educator for the network	50
7. Example job description: fetal cardiology nurse specialist	54
8. Example job description: nurse consultant	56
9. Example job description: advanced nurse practitioner	59
10. Example job description: reader in children and young people's cardiac nursing	63
11. Example job description: professor in children's cardiac nursing	66
<b>Glossary of acronyms</b>	<b>68</b>
<b>References</b>	<b>69</b>

## 1

# Introduction

*Children and young people's cardiac nursing* has been updated to ensure that the original nursing standards developed in 2011 remain fit for purpose. Additionally, it now includes the future vision for children and young people's (CYP) cardiac nursing career pathways and a competency framework.

This competency framework was originally developed by the Royal College of Nursing (RCN) and the Congenital Cardiac Nurses Association (CCNA) in 2011 to enhance and standardise the clinical care received by CYP with congenital heart disease.

To achieve appropriate care, nurses must be deemed able to function at an optimal level for their role. Moreover, evaluating clinical competence is essential to ensure the confidence of the children and their families in the cardiac nursing provision across the network. By formulating a competency framework from which a CYP nurse can work, it is envisaged that their development as a practitioner can be enhanced by ensuring consistency across professional levels.

Different roles require varying levels of competence depending on the nature of the work and level of responsibility. Consequently this framework considers roles spanning levels 5-9 of the career pathway (DH, 2006a). Work has already commenced in some centres to develop clinical competency documents based on the original RCN publication from 2011. It is envisaged that these will be shared with other centres as examples of good practice.

This publication sits alongside Adult congenital heart disease nursing: RCN guidance on roles, career pathways and competence development (RCN, 2014).

## 2

## Career pathway for children and young people's cardiac nursing






Clear career pathways for CYP cardiac nurses (see Figure 2.1) need to be in place to ensure that future service development reflects the needs of service users. Additionally, succession planning and consistency is essential in order to maintain a high standard of nursing care for children, young people and their families, both now and in the future.

The NHS and the nursing role are continuously evolving. This provides opportunities for creative thinking in the development of innovative new roles that meet the needs of contemporary health care, both from the perspective of the child or young person and their family, and the health care professional.

The need for flexibility and the development of career pathways has been highlighted by *Modernising nursing careers: setting the direction* (DH, 2006a) (see figure 2.2). The proposed structure and career framework encompasses clinical, management and leadership, education and research roles (see section 3). However, while the model in figure 2.2 provides an overview of potential career pathways, the educational aspect of the wheel only considers academic education pathways and not clinical education career pathways. This is an essential aspect in the development of the vision for the future of CYP cardiac nursing and therefore clinically-based education roles have been included in this framework.

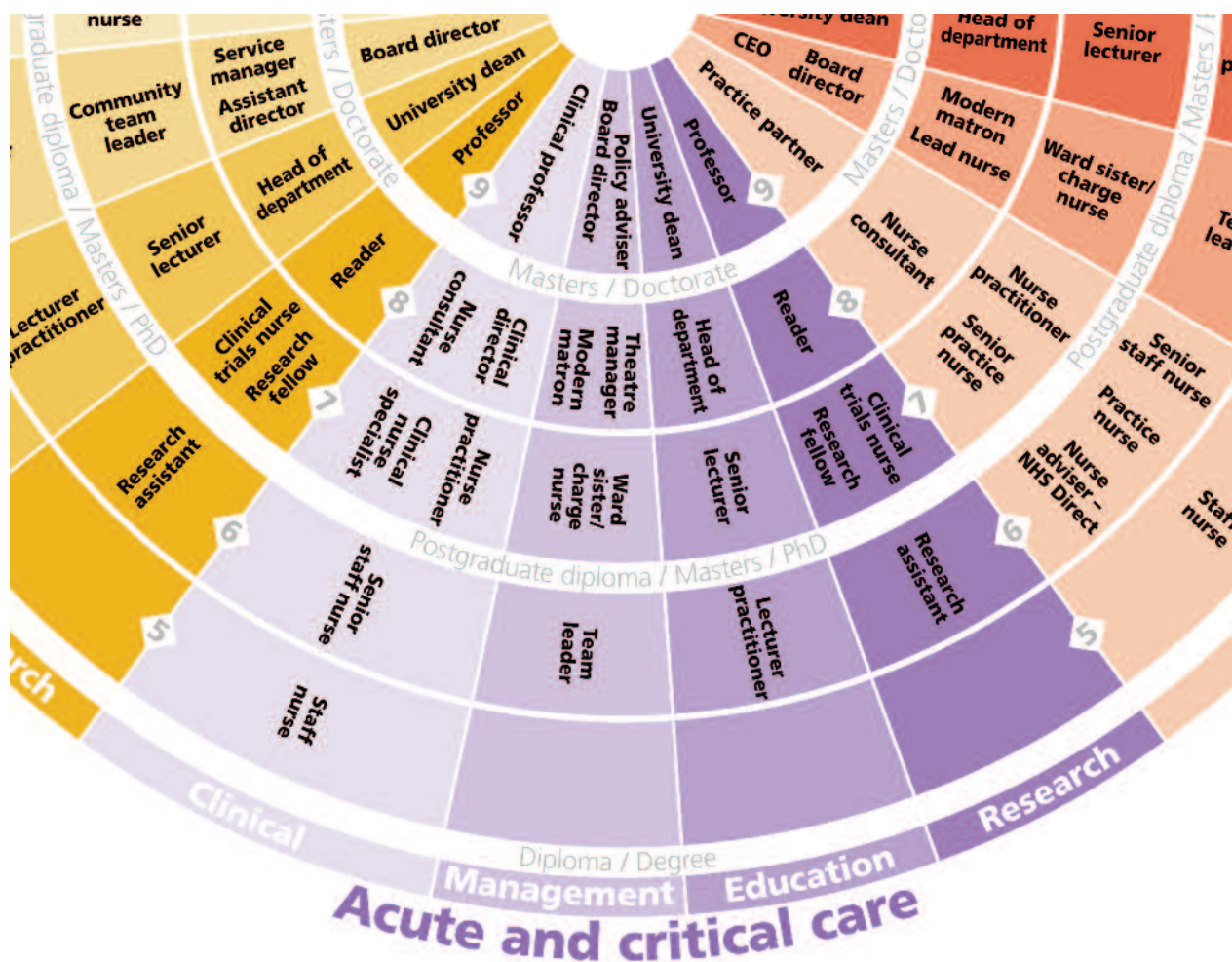
For nurses currently working within children and young people's cardiac services there need to be clear opportunities for progression both academically and professionally. Figure 2.1 demonstrates a career pathway for congenital cardiac nursing that follows a skills escalator approach, assisting individuals to identify a relevant study path for their level of experience and qualification (Gaskin, 2011). Progression from staff nurse to ward sister/charge nurse, for example, indicates specific development of clinical knowledge and skills as well as appropriate academic enhancement. The skills and knowledge required of nurses at varying levels is considered in section 3 and 4, while core and continuing educational needs are analysed in section 5.

Figure 2.1 Taken from Career pathway – congenital cardiac nursing (Gaskin, 2011) © Coventry University

Career pathway – congenital cardiac nursing					
National career framework	Academic Level	Career pathway	Related knowledge and skills	Underpinning education	Academic pathway
<b>More senior staff</b>					
Staff with the ultimate responsibility for clinical caseload, decision making and full on call responsibility	9	Director of Services Congenital Cardiac Care	Skills in leadership, management, strategy, business, administration, negotiating and influencing, assertiveness. Requires oversight of service needs for both staff and patients	Professional qualification: RCN. Additional education: variable, but management and business qualifications desirable	PhD 
<b>Consultant practitioners/advanced practitioners</b>					
Staff working at a very high level of clinical expertise and/or have responsibility for planning of services	8	Lead nurse /lead educator/ Nurse consultant/ ANP/ CCNS/ATCNS/ ACHDNS	Master's-level skills in, eg, education, assessment and diagnosis, nurse prescribing, leadership, negotiating and influencing. Strategic awareness of population of children and young people with cardiac needs	Professional qualifications: RGN and independent and supplementary prescribing qualification. NMC identified requirements for advanced practice	MSc/PhD 
<b>Matrons/educators/trainee advanced practitioners</b>					
Experienced clinical professionals who have developed their theoretical knowledge to a very high standard. They are empowered to make high level clinical decisions and will often have their own caseload. Non-clinical staff at level 7 will typically be managing a number of service areas	7	ANP/ CCNS/ ATCNS/ ACHDNS/ matron/ educators/ ward sister	Skills to include: good knowledge of treatments and medication management; high level of interest and awareness in public health; ability to identify long-term needs of population; case management, multi-professional/agency working	Professional qualification: RGN. May be an independent nurse prescriber or working towards Master's-level education/advanced practice	PG Cert/Dip 
<b>Senior practitioners/specialist practitioners</b>					
Staff would have a higher degree of autonomy and responsibility than 'practitioners' in the clinical environment, or would be managing one or more service areas in the non-clinical environment	6	Senior staff nurse	Equipped with a variety of clinical skills related to effective management of children and young people with cardiac needs, including care coordination skills	Professional qualification: RGN. Additional education: working towards honours degree and mentorship qualification. Various CPD accredited qualifications – usually relating to specified congenital/acquired cardiac disease	BSc (Hons)/ PG Cert 
<b>Practitioners</b>					
Most frequently registered practitioners in their first and second post-registration/professional qualification job	5	Staff nurse	Consolidating learning from registration and putting a range of skills into practice. Developing a portfolio of competence relating to congenital cardiac nursing	Professional qualifications: RGN (at degree or diploma level) Additional education : undertaking a CPD modules related to client group need	CPD Modules 



**Figure 2.2** – Taken from *Modernising nursing careers: setting the direction* (DH, 2006a)



© Department of Health (2006) *Nursing careers framework poster-shape a quality nursing workforce*  
– reproduced with kind permission.

## Purpose and scope of this framework

The framework focuses on knowledge, skills and interventions that are enhanced or specific to nurses working in CYP cardiac nursing. Although the intention is for this framework to have a stand-alone function, it should be used in conjunction with other frameworks that focus on core skills and competences for all registered nurses, such as, the *RCN Standards for CYP high dependency and intensive care nursing*. In addition, the specific frameworks developed by specialist nurses can be used to support and enhance nursing practice.

## Benefits of the framework

The competency framework provides benefits for nurses, their employers, patients and the public.

Nurses benefit because it helps to:

- set a standard of care to be delivered, which is transparent to children and families receiving care
- deliver consistently high standards of care
- identify the level of practice and enable them to plan a career in a more structured way
- pinpoint personal education and development needs
- realise potential more effectively
- seize opportunities to influence the direction of nursing
- ensure nursing is key to the safe, high quality, child-friendly and effective service for children, young people and their families.

Employers benefit because it provides:

- a model to deliver consistently high standards of care
- clearer insight into the expertise and competence of staff, for example, in assessment of risk management
- assistance in organisational and workforce planning.

Patients and the public benefit because it makes it possible to deliver:

- consistently high standards of patient care
- increased effectiveness of service provision
- improved access and choice for care provision
- a consistent pathway of care from fetal/diagnosis to transition into adult cardiac services.

### Using the framework

The framework should be used as a tool to guide practice development and meet clinical aims and objectives. It can also be used for personal development plans, and by mentors and managers in the performance appraisal process. The framework needs to be used with reference to local and national guidelines, incorporating the KSF and National Occupational Standards for:

- assessing clinical competence at differing levels
- developing personal goals and objectives
- performance appraisal
- supporting job descriptions and pay reviews/negotiations by detailing targets in accordance with local and national guidelines and policies.

It must be recognised that a nurse specialist working in the field of CYP cardiac nursing undertakes a vast role. Currently there are very different job descriptions, and therefore not every competency is relevant to each practitioner. The aim of this framework is to assist in achieving consistency of standards and roles across CYP cardiac nursing.

When this framework is used as an organisational tool, the relevance of specific competences must be made clear. The document is a starting point, and practitioners using the framework need to ensure that they keep up to date with changes in legislation, policy and practice that can impact on their role, in line with the NMC *Code of Professional Conduct* (NMC, 2008).



# Key nursing roles across children and young people's cardiac services

## Introduction

Specific nursing standards were published by the RCN to develop the nursing care of children and young people (CYP) with congenital heart disease (RCN, 2011), while providing innovative career pathways for CYP nurses. These nursing roles all contribute to a larger multi-professional cardiac team (see figure 3.1).

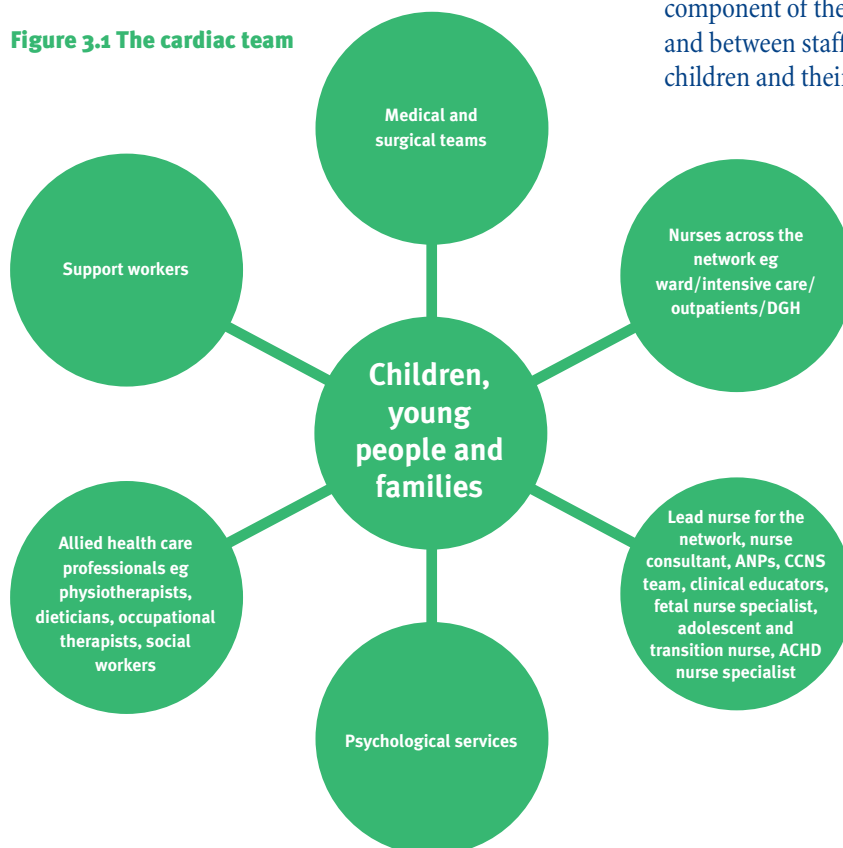
The key roles originally identified in those RCN standards, and revised for this second edition, will now be described, with a brief overview of the aim of each role. The updated job descriptions and person specifications can be seen in the appendices.

## Lead nurse for the network (level 8)

It is expected that lead nurse for the network will be at a minimum Agenda for Change (AfC) band 8C (see Appendix 1).

As a senior member of the clinical team at the tertiary centre, the lead nurse will also contribute to the strategic development of the whole service across the network. The post holder will be accountable for providing professional and clinical leadership, ensuring the provision and delivery of a high standard of specialist cardiac nursing care to children and young people requiring surgery and/or medical/interventional treatment for congenital heart disease. This remit will include the surgical centre, cardiology centre, district general hospitals and community teams providing services to children and young people with congenital heart disease. Networking across as well as between the services will be a central component of the role, developing and building links with and between staff to ensure streamlined care for the children and their families.

**Figure 3.1 The cardiac team**



The post encompasses a lead role in shaping the vision and future development of the family-focused specialist cardiac nursing service, working in collaboration with specialist cardiac nurses across the network. This will include educational pathways for ensuring the implementation of high quality, evidence-based care, nursing education, training and leadership responsibilities.

The role also involves creating an efficient, comprehensive and integrated approach to multi-professional working, in line with the individual hospital's protocols, guidelines and relevant national policies.

The lead nurse will be responsible for:

- shaping the vision and future development of the children's cardiac specialist nursing service in collaboration with the continuum of children's cardiac specialist nurses across the network
- leading the development and delivery of child- and family-focused cardiac care and support
- developing and implementing effective nursing communications across the network
- maintaining their own clinical practice aiming, for 20 per cent of their time over the period of a month
- leading nursing education, research and development, working in collaboration with other lead members of the multidisciplinary team.

## Children's cardiac nurse specialist

It is expected that the children's cardiac nurse specialist (CCNS) role will be at a minimum AfC band 7 (see Appendix 3). There will be a range from AfC band 6-8, with the band 8 role (see Appendix 4) leading the team and band 6 role (see Appendix 2) rotating to the team to develop knowledge and skills to support the team.

The proposed nursing standards include the development of a CCNS team. This team will be an integral part of a wider cardiac team that includes fetal nurse specialists, transition nurses, adult congenital heart disease (ACHD) nurse specialists and other health and social care professionals, such as social workers, psychologists and family support workers. The CCNS team will collaborate across CYP cardiac services and could encompass the whole age trajectory.

The CCNS team of nurses will provide specialist nursing care through:

- provision of practical information, education and emotional support to parents following antenatal or

postnatal diagnoses, in collaboration with fetal nurse specialists

- assessment of family resiliency in terms of factors that may impact on adjustment and adaptation to potentially traumatic events
- assessment of the social, cultural, spiritual, psychological, emotional and physical needs of children, young people and their families
- working in partnership with children, young people and their families to meet their identified needs, to include planning, negotiating, implementing and evaluating an agreed plan of care
- involvement of other health care professionals, where need indicates, such as psychological support
- provision of advice and support for children, young people and their families during the transition between home, community and hospital cardiac care
- co-ordination and facilitation of out-of-hospital care delivery and provision of support for children and young people and their families, ensuring continuity of care and effective communication across the network throughout their journey
- acting as an expert resource for the multidisciplinary team, providing specialist education, advice and support to colleagues across the network and wider community (including health, social care and education colleagues)
- working in collaboration with the ATCNS and ACHD nurse specialists to empower young people and their families during their transition from children's to adult's services.

The CCNS team will consist of nurses at level 6, 7, 8 (see the RCN's *Integrated core career and competency framework for registered nurses* (2009)). The children's cardiac nurse specialist (level 7/8) will practise autonomously as a core member of the wider 'cardiac team' and within the broader multidisciplinary team. Career pathways will ensure that each CCNS has experience in all aspects of the service. Importantly, the expert CCNS post holder (level 7) should have advanced health assessment skills and advanced communication skills, but is not required to be an ANP.

Rotation (possibly for 6 to 12 months) into the team will provide a development opportunity for level 6 (experienced/proficient) nurses, enabling them to learn about the role of the CCNS whilst developing transferable knowledge and skills to support the work of the team. This

development post would not expect autonomous practice; however it will enable succession planning for the future of the CCNS team.

The children's cardiac nurse specialist service is fundamental to the development of a high-quality CYP cardiac service and as such should be resourced and maintained to cover the whole clinical network. Evidence obtained from parents demonstrates that their role is universally appreciated by CYP and their families. All CYP and their families should have equitable access to the CCNS service throughout their health care journey.

## Adolescent and transition clinical nurse specialist (ATCNS) (levels 7/8)

It is expected that the cardiac adolescent and transition clinical nurse specialist (ATCNS) role will be at a minimum AfC band 7 (see Appendix 5).

Each network shall have a minimum of one designated ATCNS. The ATCNS will practise autonomously to provide a framework of care as a core member of the cardiac team across the network, to include intra-professional collaboration with the CCNS, ACHD nurse specialist and ACHD network.

Adolescence can be a challenging period in any young person's development but having a heart condition and having to prepare for transition to adult services can make it all the more so (see ACHD Advisory Group, 2012 and DH, 2008). The aim of the ATCNS is to support young people and families through this difficult time with tailored care to meet their needs.

Rotation (possibly for 6 to 12 months) into the team will provide a development opportunity for level 6 (experienced/proficient) children's cardiac nurses, enabling them to learn about the role of the ATCNS while developing transferable knowledge and skills to support the work of the team. This development post would not expect autonomous practice; however it would enable succession planning for the future of the ATCNS team.

The ATCNS is a new and developing role within the wider cardiac team and is responsible for shaping, developing and implementing services for young people across the network, in line with current research and best practice guidelines (ACHD Advisory Group, 2012; DH 2011; DH, 2008; DH, 2006b).

The role of the ATCNS is to tailor information and care planning to the specific needs of young people and their families as they develop into adulthood. In order to guide young people and families smoothly through the transition process, the ATCNS must equip them with the skills, information and experience needed to become independent, confident and capable users of adult health care services.

Post holders must ensure that all young people and their families across the network have equitable access to the ATCNS service; evidence obtained from parents demonstrates that the role of the ATCNS is universally appreciated by young people and their families as they strive to manage the challenges that adolescence brings.

The ATCNS will provide specialist nursing care to all young people aged 12 and over with a congenital cardiac condition through:

- assessment of the social, cultural, psychological, physical, educational and career aspiration needs of young people and their families, with particular focus on the developing needs of adolescents
- assessment of young person and family resiliency in terms of factors that may impact on adjustment and adaptation to potentially traumatic events
- provision of practical information, education and emotional support to young people and their families
- ensuring young people understand the importance of follow up during adulthood and know how to recognise and what action to take in the event of any deterioration or acute episode of ill health
- general and cardiac specific health promotion to encourage the adoption of long-term healthy lifestyle behaviours in the young person and their family, including discussion of smoking, drugs, alcohol, puberty and sexual health
- engaging young people and their families and working in partnership to meet their identified needs; planning, negotiating, implementing and evaluating an agreed plan of care
- co-ordination and facilitation of out-of-hospital care delivery and provision of support for young people and their families, ensuring continuity of care and effective communication across the network throughout their journey
- involvement of other health care professionals where need indicates, such as psychological support
- provision of specialist advice and support for young people and their families during the transition between children and adult services

- supporting young people to become independent, confident and capable when managing their own health care needs, while simultaneously supporting parents to adopt a more supportive role and adjust to the change in responsibility that this entails
- liaising within and across organisational boundaries to ensure co-ordination and facilitation of transition to adult services for all co-morbidities and additional needs
- acting as an expert resource, clinical role model and leader in transition care for the multidisciplinary team, providing specialist education, advice and support to colleagues across the network and wider community (including health, social care and education colleagues)
- working in collaboration with the ACHD nurse specialists to empower young people and their families and to ensure an efficient and effective transition process
- advocating for young people and their families at a local and national level.

## Cardiac clinical nurse educator (levels 7/8)

It is expected that the role of cardiac clinical nurse educator will be at a minimum AfC band 8a.

There will be a team of clinical educators for the network who will ideally be led by one lead cardiac clinical nurse educator (see Appendix 6). A number of cardiac clinical nurse educators must be provided across the network, sufficient to deliver standardised training and education competency-based programmes. The competency programmes will commence with preceptorship for newly registered nurses and must subsequently focus on the acquisition of knowledge and skills, such as diagnosis, assessment and treatment, facilitating and evaluating care, evidence-based practice and communication.

The aim of this cardiac educator role is to work in conjunction with the lead nurse for the network in leading the development and implementation of the nursing education vision across the network. The post holder will work autonomously, leading an effective strategy for education and training within the context of evidence-based practice, using research, audit, clinical guidelines and pathways of care. Effectiveness of the education process will be evident through measurement of nurse sensitive outcome measures. Close collaboration with the other network cardiac educators is essential.

The post holder will work closely with the lead nurse for the network and across multi-professional, research and highly specialised teams, to develop a highly regarded local and national nursing body of knowledge. The post holder will also work across the network and organisational boundaries (collaborating with other cardiac clinical educators and universities nationally) to support the educational development of a world class service, which is able to lead on educational and evidence-based resources across and beyond the network.

## Fetal cardiology nurse specialist (level 7)

It is expected that the fetal cardiology nurse specialist role will be at a minimum AfC band 7 (see Appendix 7).

Each clinical network will have at least one fetal cardiology nurse specialist and their role will be to:

- provide expert ongoing support to the mother and families around prenatal fetal diagnosis of congenital heart disease up to birth and, where relevant, into the first month of life or to support end of life care
- provide information and counselling for families who have had an antenatal diagnosis of congenital heart disease and to use expert and specialist nursing skills to support these families
- provide advanced communication and counselling skills to support new parents outside the directorate and within the outreach networks that provide women's services
- ensure advanced communication with local services about the support that can be provided both before and after the birth of the baby
- facilitate bereavement counselling and support for those who opt for termination of the affected pregnancy
- ensure robust transfer of the care of baby and family to the cardiac team and services.

The post holder will teach and support nursing and medical staff when caring for families within the hospital or recently after birth, awaiting transfer for surgery. In addition they will provide relevant education for organisations external to the trust.

The post holder will set standards of care, assess care needs and assist others to develop, implement and evaluate programmes of care. The post holder will use pathways of care to develop a streamlined and informed journey for these families.

## Nurse staffing levels across children's cardiac services

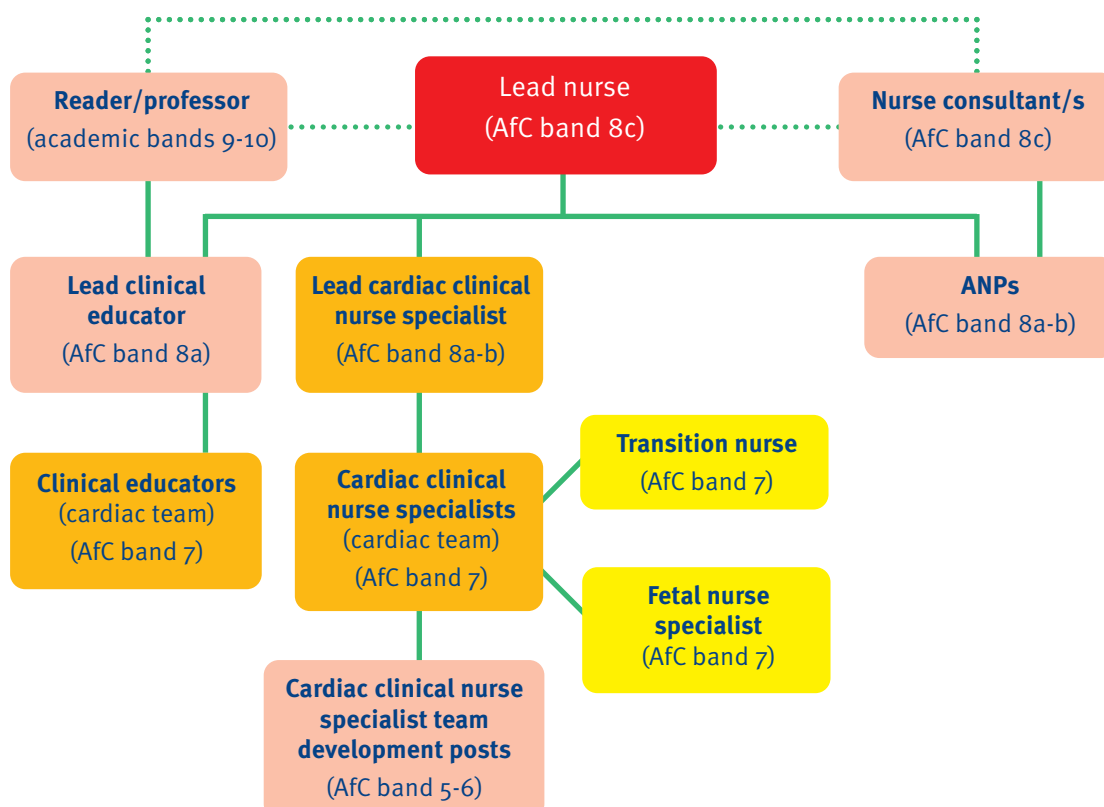
- Nursing care across CYP cardiac services must be provided by a dedicated team of nursing staff who are trained and educated in the care of CYP with congenital cardiac medical, interventional and surgical health care needs.
- The inpatient nursing teams (theatres, interventional suites, intensive care, high dependency care, wards, outpatients' department, assessment units, etc) will be led by senior children's nurses with specialist knowledge and experience in the care of children with cardiac medical, interventional and surgical health care needs. These senior nurses will be professionally accountable to the lead nurse.
- Children's cardiac intensive care units and high dependency care will be staffed according to national standards (RCN, 2013)
- A children's cardiac specialist nursing team will be available to provide support and advice to nursing staff across CYP cardiac services (intensive care, high dependency care, wards, outpatients' department and assessment units).

## Additional nursing roles

In addition to the roles described in this document, further nursing roles may also be required to assist the CYP cardiac team.

- Appointing an 'infection control nurse experienced in the needs of paediatric cardiac surgery patients'. However CYP cardiac services should plan to employ an infection control nurse who can gain experience of these patients once employed in the role.
- Registered children's nurses working in community settings, including primary and pre-hospital care must have the required competence, knowledge and skills to assess ill CYP with congenital heart disease, and have advanced communication skills. Specialist competence, knowledge and skills will be required if providing complex and palliative care to CYP who are technologically dependent (for example, on long-term ventilation).
- Registered children's nurses working in theatres, interventional suites, emergency care and assessment units must have the required competence, knowledge and skills to care for CYP with congenital heart disease, and have completed paediatric intermediate life-support education.

**Figure 3.2 Key nursing roles across children's cardiac services**





## 4

# The future vision for nursing within the children's cardiac specialty

## Introduction

The long-term vision for CYP cardiac nursing includes a variety of highly specialised roles that will enable realisation of innovation; modernising nursing roles and developing contemporary career pathways that are fit for purpose and fit for future practice. Developing a world class service requires a planned, co-ordinated approach that will meet the dynamic needs of children, young people and their families ensuring excellent evidence-based care in a highly skilled and specialist field of practice.

## Children's cardiac nurse consultants (level 8)

The children's cardiac nurse consultant role may focus in specific areas, such as surgery, transplant, arrhythmias, pulmonary hypertension and cardiac ICU. It is expected that this post will be at a minimum of AfC band 8c.

The nurse consultant (see Appendix 8) is an autonomous practitioner with the delegated authority to practise independently both professionally and organisationally. They will lead on strategic developments and contribute to national service changes in children's cardiac services, linking closely with stakeholders, maximising clinical capacity and co-ordinating service delivery while exploring strategic demands. This post will offer clinical leadership and incorporate both research and education into clinical practice. The post holder will cover the four domains integral to nurse consultant roles. The clinical component of care will take up to 50 per cent of their time (Woodward et al., 2005).

The post holder will demonstrate:

- expert practice function
- professional leadership and consultancy function
- education, training and development function
- practice and service development
- research and evaluation function.

For more information, see *Becoming and being a nurse consultant* (RCN, 2012a).

The nurse consultant role will work in conjunction with consultant medical colleagues to develop and deliver a comprehensive service reflective of patient need. Focus will be on aspects of the service that need to meet national targets, shaping service delivery and maximising the knowledge and skills of existing practitioners. This will require complex knowledge and expert skills, with a strong emphasis on multi-professional collaboration.

The post holder will provide highly specialised professional advice, consultancy and clinical expertise in practice. Leadership skills will promote both internal and external networking opportunities, facilitation and management of change through collaboration.

As well as project-specific audit and research evaluation schemes, a contribution to research and clinical governance on a broader basis will also be sought. The nurse consultant would support modernisation strategies through service development, and be engaged in the education and development of CYP cardiac nurses, both in terms of their existing role and that of highly specialised roles.

The nurse consultant will be expected to work in close collaboration with other key nursing staff, such as lead nurses, clinical educators and the reader/professor, and to hold an honorary academic contract with local higher education institutions.

## Children's cardiac advanced nurse practitioners (levels 7-8)

The children's cardiac advanced nurse practitioner role is expected to be at a minimum AfC band 8a (see Appendix 9).

Post holders will be experienced advanced clinical practitioners with a high specialist level of clinical expertise, having studied and achieved a minimum of master's level academia (Welsh toolkit, 2007). The development of this role requires the institution to support the governance around the role development and the

intrinsic need for ongoing change and adaptation of practice. High level autonomous advanced clinical decision making will be evident within the management of the post holder's own caseload, spending a minimum of 80 per cent in direct clinical practice (Scottish Government, 2008).

The post holder will communicate closely with the lead nurse and other key nursing post holders for the network. The role enables clinical decisions to be made in a timely fashion, meeting the needs of the child and their family throughout the patient journey. It is envisaged that there will be advanced practitioners in all areas, both inpatient and out into the networks.

The post holder will demonstrate the following advanced practice skills (RCN, 2012b):

- expert advanced practitioner clinical skills
- professional leadership and consultancy
- educational preparation (to a minimum of MSc level)
- strategic and service development
- research/audit and evaluation.

(NHSE Health Service, 1999 Sept)

## **Clinical reader/professor of congenital cardiac nursing (level 9) – national post**

The clinical reader/professor role is expected to be at level 9 and will be a national post.

The post (see Appendices 10 and 11) will reflect NHS and academic collaboration, leading and developing congenital cardiac nursing research and implementation of evidence-based practice across all children's cardiac networks. The post holder will work collaboratively with other key nursing post holders, such as lead nurses, nurse consultants, advanced practitioners and clinical educators to produce high quality research outputs. He/she will contribute not only to the academic development of staff and students within both organisations, but also to progress the development of a dedicated nursing research-focused infrastructure within the NHS. The post holder will have a PhD in a relevant clinical practice discipline.

## 5

# The Knowledge and Skills Framework for children and young people's cardiac nurses

## Introduction

The Knowledge and Skills Framework (KSF) competences are presented in this section. These cover:

















































































































































































- core dimensions for children's cardiac nursing
- specific dimensions for children's cardiac nursing
- knowledge
- skills.

The levels of competence, which had previously been based on Benner's novice to expert continuum, have been translated into this *RCN Career and competence framework*. The levels in this framework refer to competent, experienced and senior or expert practitioners. They align to levels 5, 6 and 7 of the *Career framework for health* (Skills for Health, 2006). These levels refer to a lifelong learning continuum and do not directly correlate with the Agenda for Change pay bandings.

Progression through the levels will obviously be different for each nurse, depending on context, level of skill, performance appraisal, and individual objectives. However, it is envisaged that movement towards 'experienced' (level 6) should occur after being in post for approximately 18 months to two years. Dependent on the patient population, workload, and individual needs, the children's cardiac nurse should be achieving 'expert' (level 7) status after approximately five years in post. It should be stressed that nurses should always be working to advance their practice (NMC, 2008).

## 5.1 Core dimensions

 Yes  No

		Practitioner competent nurse (level 5)	Senior practitioner specialist practitioner experienced/proficient nurse (level 6)	Children's cardiac specialist nurse (level 6-7) Expert Nurse must be level 7	Advanced practitioner (level 7)	Lead clinical educator for the network (level 7)	Consultant nurse (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
1	Inter-professional working across the children's cardiac service network								
2	Active inter-professional working across the children's cardiac service network								
3	Understanding of role and position within the network								
4	Utilising role and position within the network to influence care delivery								
5	Time management skills								
6	Time management skills of self and others								
7	Recognise when to seek support and advice								
8	Supporting and advising active role model								
9	Use of communication tools (SBAR) and paediatric early warning systems								
10	Promoting SBAR and paediatric early warning (PEW) in the clinical setting to improve patient outcome								
11	Advocate for the child and young person								
12	Advocate for the child and young person within children's cardiac specialist nursing								
13	Caseload management								
14	Provision of expert advice and support across multi-professional groups								
15	Clinical and professional leadership								
16	Empower young people, families and health care professionals								
17	Develop and implement nurse led initiatives to advance the quality of patient and family care								
18	Utilise role and position to evaluate service and identify shortfalls impacting on care delivery								
19	Lead on inter-professional working, co-ordinating transition to adult services across the network, working closely with the liaison team.								
20	Evaluate resource utilisation ensuring quality and efficiency								
21	Lead on inter-professional working across the network, working closely with lead nurse								
22	Change agent in practice, policy development and education								

## 5.2 Specific dimensions

		Practitioner competent nurse (level 5)	Senior practitioner specialist practitioner experienced/proficient nurse (level 6)	Children's cardiac specialist nurse (level 6-7) Expert Nurse must be level 7	Advanced practitioner (level 7)	Lead clinical educator for the network (level 7)	Consultant nurse (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
1	Knowledge and skill in promotion of heart health, including provision of advice on diet, exercise, medications, stress and psychosocial functioning (KSF HWB1)								
2	Actively promoting heart health, including provision of advice on diet, exercise, medications, stress and psychosocial functioning (HWB1)								
3	Patient assessment skills: vital sign monitoring, fluid balance, recognition of abnormal heart rhythm, knowledge of common cardiac drugs – diuretics, angiotensin converting enzyme (ACE) inhibitors, drug calculations								
4	Refining patient assessment skills – vital sign monitoring, fluid balance, management of abnormal heart rhythm								
5	Basic life support skills								
6	Advanced life support skills								
7	Proactive medicine management in clinical practice								
8	Administering medication to Patient Group Directive (PGD) criteria								
9	Partnership working with children and young people to enable compliance and concordance with medication and heart health								
10	Family dynamics, stress and coping – recognition of poor coping, awareness of appropriate referral system								
11	Counselling skills, advanced communication skills to optimise family coping								
12	Preparation of the child and family for investigations and interventions/ treatment (KSF HWB2, HWB3, HWB4, HWB5, HWB6, HWB7)								
13	Co-ordinates the preparation of the child and family for investigations and interventions/ treatment (KSF HWB2, HWB3, HWB4, HWB5, HWB6, HWB7)								
14	Data management and documentation – care-planning, record-keeping, audit data collection (KSF IK2, IK3)								
15	Exemplar record-keeping, using data and audit cycles to affect care quality and outcome								
16	Expert practitioner, making autonomous clinical decisions								
17	In-depth knowledge of anatomy and physiology to facilitate advanced clinical assessments								
18	Case manage children ensuring that the care, fully reflects the latest evidence or research developments								
19	Provide consultancy for nursing and medical staff across the network, demonstrating advanced generalist as well as specialist knowledge of practice, clinical skill and problem solving ability								
20	Involvement in research and audit within the cardiac specialty								
21	Develop and drive policy, protocol and pathway development for improved patient case management								



## 5.3 Knowledge and skills

### 5.3.1 Knowledge (levels 5-6)

		Practitioner competent nurse (level 5)					Senior practitioner specialist practitioner experienced/proficient nurse (level 6)				
		Comm-unity	A&E	Ward	HDU	ITU	Comm-unity	A&E	Ward	HDU	ITU
22	Cardiopulmonary physiology										
23	Neonatal toolkit 2009										
24	Identify physiological effects of CVS disease, the potential treatments utilised and long-term effects										
25	Recognition of the signs of infection										
26	Care of the child in cardiac failure /oedema										
27	Care of the cyanotic child										
28	Drug calculations										
29	Care of external pacing systems										
30	Care of chest drains and removal (surgical centre)										
31	Management of surgical wounds (surgical centre)										
32	Care of child – thoracotomy, PDA, shunt (surgical centre)										
33	Care of child – sternotomy, ASD, VSD (surgical centre)										
34	Understand the long term implications of heart transplantation and when referral is indicated.										
35	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation										
36	Knowledge of specialist teams, for example, pulmonary hypertension, arrhythmia, transplant, sudden death										
37	Identify psychological post-operative problems										
38	Care of child requiring tracheotomy and long term respiratory support (CPAP/BiPAP)										
39	Care of child with chest infection										
40	Care of child having respiratory investigations										
41	Care of child in respiratory failure.										
42	Preparation of child/family for surgery- including safe transfer of patient to theatre										
43	Pre-operative/anaesthetic management including surveillance intra-op and post-op										
44	Care of the child after cardiac investigations and interventions										
45	Care of the stable long-term HDU child with support of more experienced staff										
46	Knowledge of complication post cardiopulmonary by-pass										
47	Care of child – removal of mass, sternal and tracheal surgery (surgical centre)										
48	Care of child requiring lung biopsy										

## 5.3.2 Knowledge (levels 7-9)

		Children's cardiac specialist nurse (level 6/7)	Advanced practitioner (level 7)	Lead clinical educator for the network (level 7)	Consultant nurse (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
1	Cardiopulmonary physiology						
2	<i>Neonatal toolkit 2009</i>						
3	Identify physiological effects of CVS disease, the potential treatments utilised and long-term effects						
4	Recognition of the signs of infection						
5	Care of the child in cardiac failure /oedema						
6	Care of the cyanotic child						
7	Drug calculations						
8	Care of external pacing systems						
9	Care of chest drains and removal (surgical centre)						
10	Management of surgical wounds (surgical centre)						
11	Care of child – thoracotomy, PDA, shunt (surgical centre)						
12	Care of child – sternotomy, ASD, VSD (surgical centre)						
13	Understand the long term implications of heart transplantation and when referral is indicated.						
14	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation						
15	Knowledge of specialist teams, for example pulmonary hypertension, arrhythmia, transplant, sudden death						
16	Identify psychological post-operative problems						
17	Care of child requiring tracheotomy and long term respiratory support (CPAP/BiPAP)						
18	Care of child with chest infection						
19	Care of child having respiratory investigations						
20	Care of child in respiratory failure.						
21	Preparation of child/family for surgery – including safe transfer of patient to theatre						
22	Pre-operative/anaesthetic management including surveillance intra-op and post-op						
23	Care of the child after cardiac investigations and interventions						
24	Care of the stable long-term HDU child with support of more experienced staff						
25	Knowledge of complication post cardiopulmonary by-pass						
26	Care of child – removal of mass, sternal and tracheal surgery (surgical centre)						
27	Care of child requiring lung biopsy						

### 5.3.3 Skills (levels 5-6)

		Practitioner competent nurse (level 5)					Senior practitioner specialist practitioner experienced/proficient nurse (level 6)				
		Comm	A&E	Ward	HDU	ITU	Comm	A&E	Ward	HDU	ITU
1	Observe and assess patients' condition relating to their general, respiratory, cardiovascular, neuro-developmental and elimination needs										
2	Recognition of child with acute airway obstruction – ABC										
3	Maintain an airway and use recognised artificial airways, prongs, tracheotomies etc.										
4	Suction, positioning and assisting with physiotherapy										
5	Perform non-invasive vital sign monitoring including Sao2										
6	ECG monitoring and recognise deviations from normal for the CYP										
7	Arterial/CVP monitoring and recognise deviations from normal for the CYP										
8	Undertake 12 lead and 24hr ECG monitoring										
9	Drawing of blood samples and use of laboratory services/point of care analysis:										
	• blood gas analysis										
	• electrolytes										
	• blood sugar										
	• INR										
	• APTT analysis										
10	Use of portable equipment										
11	Maintenance/recording of accurate fluid/colloid balance										
12	Safe administration of medication (oral and IV)										
13	Safe administration and knowledge of side-effects of drugs used in HDU										
14	Safely care for central venous access catheters										
15	Safely administer drugs via inhalers and nebulisers										
16	Safe Administration of post-operative drugs (surgical centre)										
17	Assessment and preparation for transplantation (surgical centre)										
18	Long-term management of transplantation and follow-up										
19	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation										

		Practitioner competent nurse (level 5)					Senior practitioner specialist practitioner experienced/proficient nurse (level 6)				
		Comm	A&E	Ward	HDU	ITU	Comm	A&E	Ward	HDU	ITU
20	Recognise when support is required for families with long-term difficulties and direct to appropriate services										
21	Find appropriate information for staff and families about conditions identified										
22	Communicate with families regarding family issues and direct to relevant support services as required										
23	Assisting parent support/community liaison										
24	Preparation of child/family for surgery-including safe transfer of patient to theatre										
25	Pre-operative/anaesthetic management including surveillance intra-op and post-op										
26	Identify physical post-operative problems (surgical centre)										
27	Identify pulmonary hypertensive crises										
28	Safely manage Infusion devices for monitoring lines and zeroing techniques										
29	Assessment and management of low cardiac output states										
30	Maintain an airway, and competency trained in the use of recognised airway adjuncts including tracheostomy										
31	Actively manage the child requiring assisted ventilation techniques – such as CPAP. Troubleshoot effectively equipment malfunction										
32	Apply ventilation strategies in response to blood gas analysis in line with local policy										
33	Actively manage deviations from normal electrophysiology, for example cardioversion, pacing, medication, cooling										
34	Refer to specialist inherited cardiac disorders team, for example. PHT, EP, heart failure										
35	Manage the child with suspected pulmonary vascular disease, engaging with pulmonary hypertensive specialist team for advice and support										
36	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation										
37	Organisation and timely planning of patients for discharge from clinical areas										
38	Planning and undertaking internal and external patient transfer										
39	Discharge planning to ensure efficient use of resources										
40	Proactive planning of transitional care needs for the child requiring adult services										

### 5.3.4 Skills (levels 7-9)

		Children's cardiac specialist nurse (level 6/7)	Advanced practitioner (level 7)	Lead clinical educator for the network (level 7)	Consultant nurse (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
1	Observe and assess patients' condition relating to their general, respiratory, cardiovascular, neuro-developmental and elimination needs						
2	Recognition of child with acute airway obstruction – ABC						
3	Maintain an airway and use recognised artificial airways, prongs, tracheotomies etc.						
4	Suction, positioning and assisting with physiotherapy						
5	Perform non-invasive vital sign monitoring including Sao <sub>2</sub>						
6	ECG monitoring and recognise deviations from normal for the CYP						
7	Arterial/CVP monitoring and recognise deviations from normal for the CYP						
8	Undertake 12 lead and 24hr ECG monitoring						
9	Drawing of blood samples and use of laboratory services/point of care analysis:						
	• blood gas analysis						
	• electrolytes						
	• blood sugar						
	• INR						
	• APTT analysis						
10	Use of portable equipment						
11	Maintenance/recording of accurate fluid/colloid balance						
12	Safe administration of medication (oral and IV)						
13	Safe administration and knowledge of side-effects of drugs used in HDU						
14	Safely care for central venous access catheters						
15	Safely administer drugs via inhalers and nebulisers						
16	Safe administration of post-operative drugs (surgical centre)						
17	Assessment and preparation for transplantation (surgical centre)						
18	Long-term management of transplantation and follow-up						
19	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation						
20	Recognise when support is required for families with long-term difficulties and direct to appropriate services						
21	Find appropriate information for staff and families about conditions identified						
22	Communicate with families regarding family issues and direct to relevant support services as required						
23	Assisting parent support/community liaison						
24	Preparation of child/family for surgery- including safe transfer of patient to theatre (surgical centre)						



		Children's cardiac specialist nurse (level 6/7)	Advanced practitioner (level 7)	Lead clinical educator for the network (level 7)	Consultant nurse (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
25	Pre-operative/anaesthetic management including surveillance intra-op and post-op						
26	Identify physical post-operative problems (surgical centre)						
27	Identify pulmonary hypertensive crises						
28	Safely manage Infusion devices for monitoring lines and zeroing techniques (ITU/HDU)		(ITU/HDU)				
29	Assessment and management of low cardiac output states (ITU/HDU)						
30	Maintain an airway, and competency trained in the use of recognised airway adjuncts including tracheostomy		(ITU/HDU)				
31	Actively manage the child requiring assisted ventilation techniques – such as CPAP. Troubleshoot equipment malfunction (ITU/HDU) effectively		(ITU/HDU)				
32	Apply ventilation strategies in response to blood gas analysis in line with local policy (ITU/HDU)		(ITU/HDU)				
33	Actively manage deviations from normal electrophysiology, for example cardioversion, pacing, medication, cooling (ITU/HDU)						
34	Refer to specialist inherited cardiac disorders team, for example. PHT, EP, heart failure						
35	Manage the child with suspected pulmonary vascular disease, engaging with pulmonary hypertensive specialist team for advice and support						
36	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation						
37	Organisation and timely planning of patients for discharge from clinical areas						
38	Planning and undertaking internal and external patient transfer						
39	Discharge planning to ensure efficient use of resources						
40	Proactive planning of transitional care needs for the child requiring adult services						
41	Act as an expert practitioner demonstrating advanced clinical skills and knowledge, addressing the needs of a children and young people with congenital heart disease and their families						
42	Advanced communication skills to promote team assessment planning and evaluation of collaborative and co-ordinated care						
43	Participate in and advance the audit and research process						
44	Order, interpret and act upon investigations						
45	Manage effective therapeutic care, facilitating the evaluation of progress and comprehensive discharge planning throughout the illness trajectory						
46	Demonstrate advanced problem-solving and critical thinking skills						
47	Provide leadership for all nurses within children's cardiac specialist nursing through role modelling, educational and academic resource, mentor and practice developer						

		Children's cardiac specialist nurse (level 6/7)	Advanced practitioner (level 7)	Lead clinical educator for the network (level 7)	Consultant nurse (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
48	Excellent leadership skills						
49	Excellent strategic and management skills						
50	Recognition as an innovator in the field of children's cardiac nursing						
51	Clinical governance concepts and techniques						
52	Organisational skills eg time management, ability to meet deadlines.						
53	Project management: able to set priorities and meet deadlines in collaboration with a range of professional						
54	Masters degree in a relevant discipline						
55	Teaching children's cardiac care at undergraduate and post-qualification levels in academic and clinical settings						
56	Recordable teaching qualification						
57	Recognised teaching qualification						
58	Excellent networking skills nationally and internationally						
59	High level presentation skills						
60	Strong record of publication						
61	Excellent publication skills (in peer reviewed journals)						
62	Evidence of ability to contribute new knowledge to the field of children's cardiac nursing						
63	Proven ability to apply research to practice						
64	Good research practice/research governance skills						
65	Excellent research skills (which has made an impact on policy and/or practice)						
66	A national reputation in the children's cardiac care field						
67	Excellent interpersonal and communication skills						
68	Excellent ability to work both independently and as a team leader						
69	Ability to motivate staff						
70	Able to work under pressure						
71	Production of research proposals and grant applications						
72	Significant experience as a principal investigator						
73	Substantial success in securing external research funding						
74	Supervision of research staff						
75	Successful supervision of post graduate research students						

## 6

# The KSF competences

## Introduction

This section highlights the core and specific KSF competences that are relevant to children's cardiac nurses (AfC band 7-8) and relate to 'pre-intervention (diagnostic and surgical)' and 'during treatment'.

This set of competences is at KSF levels 3/4 and refer to the 'expert' level of care, equating to level 7 of the *Career framework for health* (Skills for Health, 2006).

### Pre-intervention (diagnostic/surgical)

Level	Competence	KSF	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
7	Develop an ongoing relationship with the child/young person and family	Core 1 Level 4	Records clearly demonstrate an auditable trail of contact and support provided relevant to the child/young person's needs	Cultural and social diversity issues applicable to the child/young person and their family/carers	Confident social skills Empathic	Skills for Health competences CS19, CS22
7	Empower the child/young person and family to be actively involved in managing their condition and making decisions about treatment	HWB4 Level 4	Records clearly demonstrate child/young person and their family being actively involved in decision-making regarding their plan of care	Enabling behaviours to promote individual development and independence	Enabling Empowering	Skills for Health competences CS9, CS22, CS30
7	Refer to other agencies when appropriate (for example, support groups, PHT, sudden death, EP)	HWB6 Level 4	Accurate completion of referral documentation and clear records of other agency involvement	Relevant agencies. Referral pathways to relevant agencies/support groups	Enabling Empowering	Laming report- Climbie
7	Using advanced clinical skills to assess and investigate and plan complex health and wellbeing needs of the child or young person	HWB6 HWB7 Level 4	Clearly records clinical examination findings appropriate. Requesting investigations, interpreting results, counselling appropriately	Chronic illness on family dynamics. Child development Communication Counselling skills	Empathy Clinical expert insight into own level of practice and limitations Reflective practitioner	Scottish Government toolkit (2008)  NMC code of conduct (2008)
7	Advance on educational role with the child and family with a suspected congenital or acquired heart defect.  Expert resource for health care providers	G1 Level 4	Preparation for surgery/intervention: psychological/emotional Physical Life changing event	Process knowledge Referral Counselling Interpersonal communication	Quality Empowering	
7	Communication in complex matters, issues and situations	Core 1 Level 4	Recognition of context Effective communication with: <ul style="list-style-type: none"> <li>parent/child</li> <li>health care professional</li> <li>stakeholders – GP/SHA</li> </ul> Anticipating barriers High quality care record keeping	Cultural diversity Child development Models of stress and coping Kubler-Ross stages of grief	Respect Equality/diversity Empathy	Safeguarding <i>Every child matters</i> (2004) Parent choice White paper (2010) CHS 48, HSC10, HSC41

## KSF competences (February 2011)

### During treatment

Level	Competence	KSF	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
7	See child/young person and/or family independently in nurse led clinic/services	HWB6 Level 4	Carrying out appropriate assessment processes applicable to the child/young person's condition	Relevant anatomy and physiology Relevant agencies Health assessment Advanced clinical physical assessment Local organisational policies/procedures Confidentiality Risk assessment processes	Sensitive Counselling skills	Skills for Health competences: CS15
7	Case management of complex conditions and treatment regimens	HWB6 Level 4	Autonomy of clear discussion with the child/young person using language appropriate to age and level of understanding. Clear records of condition and treatment regimens discussed. Practice undertaking nurse led clinics Clinical decision making Evaluation of service efficiency	In depth knowledge of complex conditions and treatment regimens (for example, hypoplastic left heart syndrome (HLHS), late effects in survivors) Audit to inform practice	Time management Expert practitioner	Skills for Health competences: CS9
7	Address educational, social and cultural needs of the family around education and support and future health needs.	HWB4 Level 4	Records clearly demonstrate the education support required, agreed, provided and clarified with the child/young person and their family. Empowering families to become expert carers.	Educational and social support mechanisms available. Recognise contribution of other professionals and parent support groups.	Equality and diversity Empowering Team-working Pro-activity	
7	Prescribe safely and cost effectively.	HWB7 Level 4	Patient records clearly identify appropriate prescription for the child/young person's clinical needs.	Side-effects and contraindications of medications used in clinical practice.	Sensitive	Completion of a recognised independent prescriber course and accreditation as an independent prescriber.  Skills for Health competences: CM_A7, CS15
7	Contributing to the evidence base regarding children's cardiac care to positively impact on patient experience.	IK2 G2 Level 3	Instigating and leading on audit activity Evidence of integration of findings into clinical practice International/national presentation/dissemination	Good clinical practice course Engaging with R&D processes	Critical thinking Problem solving Reflective	Evidence-based medicine Patient experience

## KSF competences (February 2011)

### During treatment (continued)

Level	Competence	KSF	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
7	Develop and update evidence based protocols during treatment. Initiate new innovation where indicated.	IK2 Level 3	Protocols clearly referenced to appropriate timely research. Clear review dates included in the protocols.	How to appraise critically available research to inform the evidence base used to develop the protocols.	Organised. Critically analytical	Skills for Health competences: CHS170
7	Accept direct referrals from other consultants/health care professionals reflecting autonomy of practice	HWB6 Level 4	Patient experience and satisfaction. Documentation re: referral activity.	Own limitations. Relevant anatomy and physiology. In depth knowledge of all aspects of cardiac interventional surgical care.	Empathic with children and families	Skills for Health competences: CS4
7	Demonstrate the ability to manage transition of cardiac caseload	HWB7 Level 4	Patient records clearly demonstrate appropriate management. Evaluation of patient experience.	The needs and requirements of the child/young person/family during transition episodes.	Liaison Empathic Sensitive	Skills for Health competences: CHS170 Staying positive
7	Lead in educating young people and families about their ongoing health needs and how these will change over time.	HWB1 Level 3 – 4	Provide and use appropriate educational materials relevant to the young person's needs.	Educational strategies to empower young people to manage their health and wellbeing with chronic disability illness. Patterns of coping.	Empowering	Skills for Health competences: CS11, CS12, CS20, CS30.
7	Ensure young people become more responsible for their own health and more involved in consultations with the multidisciplinary team (MDT) and adult congenital heart disease services (ACHD).	HWB4 Level 4	Patient records will clearly show the young person has been involved in the discussion with the MDT and has involvement with ACHD.	Enabling and empowering strategies to encourage independence and the development of self-management of condition. Aware of treatment regimes and assessment and strategies to determine management of lifelong cardiac conditions.	Empowering Advocating Pro-activity	NICE guidelines ACHD Skills for Health competences: CS22, CS15
7	Identify the gaps in service provision. Work closely with appropriate with commissioning departments to establish appropriate services (for example, home monitoring).	Core 5 Level 3	Service improvement and development plans demonstrating stakeholder engagement across organisational boundaries.	How to analyse service provision to identify gaps. How to engage colleagues and stakeholders across adult and paediatric congenital cardiac network. How to identify and engage key stakeholders external to the cardiac network.	Liaises Team worker Negotiates.	
7	Ongoing resource for child/family after discharge home.	HWB3 Level 3-4	Using expert knowledge to provide ongoing advice and support. Accurate documentation of consultations. Meeting the needs of discharged families and addressing identified gaps in service.	Lifelong impact of congenital heart disease. Impact on future family life/pregnancy/activity. Stress and coping	Compassion Understanding Empathy	Home and happy White paper

## 7

# Education and learning for children's cardiac nursing

## Introduction

The future provision of education and training will change to reflect dynamic and contemporary health care, and the needs of the service and of individual professionals. Accessible and flexible modes of learning need to expand to include utilising in-house objective structured clinical examinations (OSCE), residential courses and online learning to enable knowledge and skills acquisition.

This section provides an overview of the expected education and learning needs for children's cardiac nurses across the network from AfC band 5-8. It focuses on:

- core knowledge and skills
- continuing development – knowledge and skills
- attitudes and values
- means of acquiring knowledge and skills.

## Section 6 Education and learning for children's cardiac nursing

Post/title	Core knowledge and skills	Knowledge and skills	Attitudes and values	Means of acquiring knowledge and skills
Band 5 – newly registered nurse	<ul style="list-style-type: none"> <li>• Induction to cardiac clinical setting(s) – includes use of SBAR and paediatric early warning (PEW), introduction to team members.</li> <li>• Completion of standardised workbook across ALL centres in the network (passport – developed collaboratively by network lead clinical educators):               <ul style="list-style-type: none"> <li>• normal anatomy and physiology</li> <li>• cardiac pathophysiology</li> <li>• cardiac pharmacology</li> <li>• clinical logbook and reflective diary of cardiac experience gained during rotation and supernumerary shifts (clinic, community, high dependency, intensive)</li> </ul> </li> <li>• Indication of transferable skills (IV administration/PGDs).</li> </ul>	All mandatory learning, for example: <ul style="list-style-type: none"> <li>• basic life support</li> <li>• drugs, oral, enteral, IV</li> <li>• safeguarding children</li> <li>• moving and handling</li> <li>• fire and security</li> <li>• electronic patient record</li> <li>• conflict resolution.</li> </ul>		In-house/ preceptorship
Band 5 (first 18 months)	Completion of the following within the first 12–16 months: <ul style="list-style-type: none"> <li>• basic paediatric life-support skills</li> <li>• IV administration competences would depend on where working (for example, peripheral IV or central lines eg HDU/ITU)</li> <li>• patient group direction training</li> <li>• mentorship preparation in line with NMC standards and evidence of mentorship episode.</li> </ul>	Paediatric intermediate life support.  Student supervisor mentorship.	Resuscitation Council/ALSG HEI.	



## Section 6 Education and learning for children's cardiac nursing (continued)

Post/title	Core knowledge and skills	Knowledge and skills	Attitudes and values	Means of acquiring knowledge and skills
Band 5 (first 18 months)	<ul style="list-style-type: none"> <li>Continued learning re: congenital heart defects – pathophysiology, aetiology, epidemiology, pharmacology, psycho-social, sequelae.</li> <li>Care/management of the child with CHD/ transplant/acquired/inherited diseases/thoracic – according to clinical environment (ward, HDU, ITU) (see skills list).</li> <li>Liaison team /specialist nurse team roles.</li> <li>Recognition of illness and deterioration.</li> <li>Device management/ technology – including mechanical ventilation.</li> <li>Self-awareness, communication styles and interpersonal skills in different situations.</li> </ul>	<p>As above</p> <p>Ventilator workshops (HDU/ITU staff)</p> <p>Academic opportunities: Degree Level stand alone modules.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>assessing ill/injured children</li> <li>assessment and stabilisation of the acutely ill child (HDU 1)</li> <li>management of the HDU child (HDU 2)</li> <li>introduction to CHD</li> <li>introduction to CHD week</li> <li>pain management</li> <li>cardiac assessment (degree/Masters level) senior band 5</li> <li>PICU modules.</li> </ul>		<p>In-house</p> <p>HEI</p> <p>HEI</p> <p>HEI</p> <p>HEI</p> <p>HEI</p>
Band 6 (ward/ HDU/ ITU)	<ul style="list-style-type: none"> <li>Management of the ventilated child (weaning and extubation) (ITU staff).</li> <li>Management of the child requiring technical support (for example, peritoneal dialysis, left ventricular assist devices, extra corporeal therapies).</li> <li>Transfer/emergency transport.</li> <li>Advanced paediatric life support.</li> <li>Leadership.</li> <li>Research.</li> <li>Clinical decision making.</li> </ul>	<p>European paediatric life support (EPLS)</p> <p>For example:</p> <p>Cardiac assessment (degree/Masters level)</p> <p>Advanced Respiratory Management (degree/Masters level)</p> <p>Extra corporeal membrane oxygenation (ECMO) course</p> <p>Transplant co-ordination.</p> <p>The adolescent and young adult with congenital heart disease</p> <p>Transfer of patients.</p>		<p>Resuscitation Council</p> <p>HEI</p> <p>In-house/university</p> <p>In-house</p> <p>Regional in house training (for example, CATS)</p>
Band 7	<p>Master's-level education</p> <ul style="list-style-type: none"> <li>Critical analysis, synthesis, evaluation</li> </ul> <p>Paediatric non-medical prescribing.</p>	<p>For example: MSc Advanced Nursing Practice.</p> <p>MSc Advanced Clinical Nursing Practice.</p>		
Band 8	<p>Master's level</p> <p>PhD</p> <ul style="list-style-type: none"> <li>Research skills.</li> </ul>			

# Appendix 1

## Example job description: lead nurse

### Role description: lead nurse children's heart network

#### Example job description

**Pay band:** AfC band 8 c\*

**Reports to:** Network clinical director

**Professionally accountable to:** Director of nursing (lead centre)

**Responsible for:** Nursing staff across the network

#### Role purpose

- The post holder will work in partnership with the network clinical director, nurse specialists, lead clinicians and nurses to ensure the development and implementation of the network service delivery plan, including the development of workforce, education and training as agreed by the network board.
- To provide nursing leadership for the development of the networks and act as the focal point for nursing within the network.
- To support and promote the regional network strategy for cardiac services. The post holder will deliver real improvements in cardiac care in a complex environment, encompassing many organisations and all personnel involved in providing services for patients and their families.
- To be a clinical expert in the care of children and young people with cardiac conditions.
- To provide strategic, professional and clinical nursing leadership across a defined network, including voluntary sector organisations and charities, when necessary. This will ensure the delivery of excellent nursing care and treatment for children with cardiac conditions throughout the patient pathway.
- To ensure ongoing improvement in health outcomes, quality of care, patient and family experience.
- To work with relevant members of the multidisciplinary team to ensure an integrated approach to care pathway development and delivery.
- To shape the vision and future development of the children's cardiac specialist nursing service in

collaboration with the continuum of children's cardiac specialist nurses across the network.

- To lead the development and delivery of child- and family-focused cardiac care and support.
- Together with the lead nurse educator, local education and training boards, to support effective workforce planning across the network, including education, training and professional development of all nurses involved in the care of children with cardiac conditions.
- To work in a collaborative manner to ensure an efficient, comprehensive and integrated approach to multi-professional working across the network.

#### Management and leadership

- To provide strategic and professional nursing leadership for the development and delivery of network activities.
- To promote a culture of clinical engagement and influence, working collaboratively to achieve the best outcomes, embedding this approach throughout the network.
- To ensure that nationally set specifications and standards of service are consistently met, common protocols are in use across the network, and in particular to deliver the standards developed by the Safe and Sustainable programme and the implementation programme for children's cardiac services.

#### Clinical responsibility

- To provide a clinically visible profile, having both an advisory and clinical input into patient care, spending 20 per cent of time in clinical practice, and working in an expert role.
- To meet regularly with all network lead nurses, developing a culture of collaboration to ensure that there is a consistent implementation of standards and an integrated, co-ordinated approach to the care of children with cardiac conditions.
- To ensure a high level of quality and efficient nursing care, influencing and changing practice where required, and to challenge and highlight inadequate practice through the appropriate clinical governance mechanisms.
- To lead in the promotion and development of nursing

\* Indicative AfC banding level subject to AfC job evaluation

competences across all grades of nursing staff throughout the network, linked to Skills for Health, Agenda for Change and accreditation based on the Modernising Nursing Careers Framework.

- To provide clinical leadership to ensure the delivery of quality, holistic, expert patient- and family-centred care to children undergoing medical/interventional/surgical intervention through to transition to adult services or palliative/end of life care.
- To ensure that child protection and safeguarding legislation is adhered to within own practice and the service.
- To uphold organisational policies and principles on the promotion of equality and to create an inclusive environment, where diversity is valued and everyone can contribute, meeting the needs of those patients with cultural and mental/physical disability.
- To engage with national and local support groups, charities, and patient and public forums to ensure service user engagement and the child/young person's voice are demonstrated in the development, design and delivery of services.

### Training and education

- To lead in facilitating, encouraging, supporting and evaluating the expansion, innovation and development of nursing roles within the network. This is in line with patients, service need and the Nursing and Midwifery Council's Code of Conduct and Scope of Professional Practice.
- To ensure annual performance reviews for all children's cardiac nurses within the network, and setting objectives in line with *Safe and Sustainable Children's Congenital Cardiac Services in England Service Standards*, the implementation programme for children's heart services, and future Department of Health, Public Health England and NHS England guidelines.
- To support the lead nurse educator in the development of continuing professional development (CPD) programmes in cardiac specialist nursing, ensuring regular audit and evaluation of curricula in association with local education and training boards, and to ensure lead universities deliver effective, cost effective and patient-centred education and training to nurses.
- In partnership with the lead nurse educator, children's cardiac nurse specialist and the children's cardiac advanced nurse practitioner, to meet the following criteria throughout the network:
  - identify staff training needs
  - structured assessment and evaluation of learning performance

- structured implementation and recording of training and education programmes
- consultation regarding the appropriate deployment of skills and abilities within the network.

- To actively liaise and maintain links with all professionals involved in education, training and the delivery of care throughout the network, including the educational establishments.

### Evaluation and research

- To work with organisational leads to promote nursing research and higher academic attainment, empowering nurses to become more research-active, and to encourage national/international publications.
- To foster a culture of innovation, developing strong partnerships with local universities, and to collaborate with the medical research lead to promote multi-professional research and development.
- In partnership with the interdisciplinary team, to work towards developing evidence-based practice so as to promote high quality and cost-effective care.

### Quality assurance

- To ensure the network respects patient and family experience as the central focus to clinical/service revision and development, supporting improved quality of care and outcomes.
- To take a lead role in shaping the future of the children's cardiac services in accordance with contemporary drivers, such as the NHS Constitution, the Children and Young People's Health Outcomes Forum, the Safe and Sustainable programme and the implementation programme for children's heart services.
- To participate in the activities of professional bodies and associations to develop and revise nursing practice guidelines and protocols relevant to children's cardiac specialist nursing.
- In conjunction with the medical lead for the network, to lead the clinical governance processes, including adverse incident reporting/investigation and the management of complaints, as appropriate.
- To co-ordinate clinical quality groups across the network and ensure timely and accurate communication of clinical and non-clinical information.
- To work with the National Improvement and Quality Board to develop an accreditation programme for care providers.

### Workforce

- To provide local and national leadership on workforce issues and to empower local strategies. To identify innovative workforce strategies and implement roles.

- To support the continuing service review and workforce planning projects of the network. In conjunction with the workforce/educational leads, to provide a workforce overview of the network and be instrumental in the development of the workforce strategy.
- In partnership with the lead nurse educator, work with educational providers to ensure appropriate curriculum and course development to meet service needs. To create a competency-based framework for workforce development.
- To identify current and projected workforce pressures and to create strategies for improvement. To challenge recruitment and workforce issues within the network and in conjunction with the network leads, developing a five year view on workforce issues.
- In conjunction with the lead nurse educator and trust lead nurses, to provide an annual workforce/skill mix review based on unit activity. This will form part of the annual report of the network.

### Professional development

- To continue to develop self and role through clinical supervision, reflection and self awareness and continuing professional development.
- To build professional links and represent the network, both nationally and internationally, for the benefit of service improvement.
- To promote a culture of shared governance across the network.
- To maintain professional NMC Prep requirements for continued registration and to identify own learning needs, ensuring own professional development is maintained by keeping up to date with practice developments.
- At all times, to work to reflect the principles laid down in the NMC's *Code of conduct* (2008), and own limitations.
- To provide professional advice, influencing, informing and coordinating all key nursing roles, such as children's cardiac nurse consultants, children's cardiac advanced nurse practitioners, children's nurse educators/ researchers and children's cardiac nurse specialists.

### Person specification – lead nurse

Criteria	Essential (lead nurse)	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>Registered children's nurse.</li> <li>Master's degree in a health-related discipline.</li> <li>Mentoring/teaching qualification.</li> <li>Evidence of management/leadership development.</li> </ul>	<ul style="list-style-type: none"> <li>PhD, or working towards.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Minimum of five years' post-registration experience in children's cardiac care in a senior clinical leadership/clinical services management position.</li> <li>Evidence of change management (such as workforce redesign).</li> <li>Recognition as an innovator in the field of children's cardiac care.</li> <li>Networking at all levels</li> <li>Resource management.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum development at academic level.</li> <li>Representation on relevant regional, national or international committees, boards or networks.</li> <li>Experience in community nursing.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>Significant record of publication or other forms of dissemination (such as policy or service delivery advice) in children's cardiac care.</li> <li>Evidence of dissemination of research and applying research to clinical practice.</li> <li>Evidence of audit undertaken and outcomes.</li> <li>Presentations at national and international meetings, conferences and symposia.</li> </ul>	<ul style="list-style-type: none"> <li>International reputation in children's cardiac nursing.</li> <li>Production of research proposals and grant applications.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>Evidence of ability to contribute new knowledge to the field of children's cardiac care.</li> <li>Clinical governance and risk management concepts and techniques.</li> <li>Critical appraisal techniques.</li> <li>Sound knowledge of safeguarding legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of leading initiatives within multi-professional teams.</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>Flexibility.</li> <li>Leadership style which promotes collaborative working.</li> <li>Excellent verbal and written communication skills.</li> <li>Effective and strategic influencing.</li> <li>Ability to work autonomously.</li> <li>Excellent leadership qualities.</li> <li>Critical appraisal and analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced communication skills training.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>Awareness of changing policies in children's cardiac care.</li> <li>Project management: able to set priorities and meet deadlines in collaboration with a range of professionals.</li> <li>Quality improvement/practice development skills.</li> <li>Political astuteness.</li> <li>High level of oral, written and IT communication and presentational skills to a range of audiences.</li> <li>Proven ability to apply research to practice.</li> <li>Driving licence.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to teach to a range of CPD, undergraduate and postgraduate students.</li> <li>High levels of competence in applied research skills.</li> </ul>
Other requirements	<ul style="list-style-type: none"> <li>Evidence of self-directed career-long learning.</li> <li>Willingness to undertake further education and training to meet requirements of post.</li> <li>Commitment to promoting the values that underpin the specialty and applied research activities.</li> <li>Resilience.</li> </ul>	

# Appendix 2

## Example job description: Children's cardiac nurse specialist (level 6)

### Role description: Children's cardiac nurse specialist (CCNS) (level 6)

**Pay band:** Minimum AfC band 6\*

**Reports to:** Lead children's cardiac nurse specialist (level 6, AfC band 6 – see Appendix 1)

**Professionally accountable to:** Director of nursing

**Essential qualifications:** Registered children's nurse, accredited teaching qualification

**Minimum experience:** Minimum of 2 years' experience in caring for children in the cardiac specialty

The intricate detail of the role and what is expected is reflected in the specific competency framework in sections 3 and 4.

*Note:* Where 'network' is mentioned, this refers to the children's congenital heart network.

### Role purpose

The CCNS (level 6) will:

- be seconded to the CCNS team to learn about the role and gain insight into the service provision for CYP and their families
- develop transferable knowledge and skills to enable succession planning for future recruitment to the CCNS team
- support the work of the team.

While this post will be an integral member of the team, the post holder will not be expected to practise autonomously and will need ongoing guidance, support and supervision.

### Summary of duties and responsibilities

Working 90 per cent with direct patient contact, the children's cardiac nurse specialist (level 6) should, **under supervision and guidance**, develop skills to participate in and contribute towards:

- working across the network as a key advocate for CYP by ensuring the partnership they have with their family and health and social care professionals is central to, and focuses on, meeting their needs and expectations within care delivery. This includes working in a collaborative manner with all members of the multi-professional team

- providing specialist and practical information and education to parents following antenatal or postnatal diagnoses (while working in collaboration with fetal nurse specialists) and offering a high level of emotional and counselling support
- providing specialist and practical information and education following a later diagnosis of acquired or congenital heart disease to the CYP and their family, and offering a high level of emotional and counselling support
- providing the unique and specialist knowledge required to work in partnership with CYP and their families, focusing on meeting their identified needs through planning, negotiating, implementing and evaluating an agreed plan of care, while keeping the CYP at the centre of care delivery
- delivering expert communication skills to impart complex and potentially distressing information to CYP and their families, supporting them through the consent process and ensuring informed decision making
- undertaking enhanced and specialist health assessments, contributing to early identification of potential cultural, spiritual, bio-psychosocial needs of CYP and their families and, where appropriate, referring to other health care professionals, such as psychological or mental health support, for advice
- collaboratively working with social work colleagues and child protection teams when the holistic assessment of need indicates safeguarding issues
- co-ordinating and facilitating care delivery and provision of support across the network for CYP and their families, ensuring continuity of care and effective communication between health care professionals
- acting as principal liaison contact for the GP, health visitor, school nurse, community children's nurse, and other members of the primary care team, to ensure an integrated provision of pre- and post-hospital. If required this will be within a common assessment framework to ensure safeguarding of the CYP
- using agreed protocols to assess family resiliency, including initial first-line assessment of parental anxiety and depression, while recognising factors that may impact on adjustment and adaptation to potentially traumatic and life changing events and circumstances

\*Indicative AfC banding level subject to AfC job evaluation.



- providing relevant nursing support and referring to other specialists, where appropriate, if parents demonstrate signs of increased anxiety or potential depression
- providing outreach advice and support across the network for CYP and their families during their transition between home, community and hospital cardiac care. For example, this could be through nurse-led clinics, attending outreach services, telephone, text message, email, and online resources such as teleconferencing or videoconferencing (according to local hospital policy)
- acting as an expert resource for the multidisciplinary team, providing specialist education, advice and support to colleagues across the network and wider community (including health, social care and education colleagues)
- working in collaboration with the ATCNS and ACHD nurse specialists to empower young people and their families during their transition from children's to adult's services
- measuring the impact and quality of the service by ongoing audit of the CYP and family experience and using this data as the focus for adjustment and development of the service
- evaluating the quality and service user experience of the CCNS team, through research and audit, and disseminating findings nationally
- practising as a key member of the multidisciplinary team across the network in the development of evidence-based local and national policies, protocols and standards, to meet clinical, service and service user needs.

### Clinical practice

- Establish contact with CYP and their families from the time of initial diagnosis or referral, and provide specialist nursing advice and information to support their practical and bio-psychosocial needs.
- Ensure accessibility to the CCNS for families and develop efficient systems to enable families to be able to make contact with a consistent port of call in the network.
- Work in partnership with CYP and their families to meet their identified needs by planning, negotiating, implementing and evaluating an agreed plan of care. The CYP must always be kept at the centre of any decisions and actions that may impact on outcomes of care delivery.
- Participate in the use of integrated care pathways at the point of diagnosis for CYP with complex and palliative care needs.
- Use competent communication skills to impart sensitive, complex and potentially distressing information to CYP and their families, and provide them with advice and emotional support in hospital and at home.
- Develop and provide information in a variety of different formats for CYP and families in relation to diagnosis, investigations, treatment, long-term management, palliative and end of life care, empowering them to access available information at various points throughout their care pathway.
- Communicate in ways that empower CYP and their families to make informed choices about their health and health care, enabling informed consent.
- Act as an advocate for CYP and their families to ensure equity and consistency of service delivery, while focusing on the individual package of care required throughout their access to treatment and surveillance, when and wherever this is delivered across the network.
- Help facilitate discharge planning to ensure continuity of care and effective communication across the network, collaborating with community nursing and primary care services where necessary.
- Participate in the assessment of CYP and family resiliency in terms of factors that may impact on adjustment and adaptation to potentially traumatic events, including initial first-line assessment of parental anxiety and potential depression and, where indicated, refer to other health care professionals, such as psychological and mental health support.
- Participate in undertaking enhanced and specialist health assessments to identify the potential cultural, spiritual and bio-psychosocial needs of CYP and their families which may indicate a referral to associate care personnel within the wider multi-professional team.
- Assist in undertaking regular nurse-led clinics and attend multi-professional clinics across the network, working within authorised levels of autonomy.
- Maintain adequate patient documentation to NMC requirements for all patients seen and advice given in any practice setting, and contribute to clinical activity/data collection as required.
- Use clinical judgement and practise supervised levels of autonomous decision making on the interpretation and analysis of information from a variety of sources.

### Management and leadership

- Act as principle liaison for the GP, health visitor, school nurse, community children's nurse and other members of the multidisciplinary team to ensure integrated care across the network.

- Work collaboratively and in partnership with other health care professionals, offering appropriate leadership, guidance and supervision to colleagues.
- Work with the CCNS team and associate colleagues to develop achievable shared goals; ensure that the team's purpose and objectives are clear.
- Contribute towards the development and implementation of evidence-based standards of care, practice guidelines and integrated care pathways continually, evaluating the quality of patient care.

### Training and education

- Develop competence to provide appropriate education to CYP and their families, to promote health and to encourage self-care and participation in the planned programme of treatment and care.
- Ensure competence development includes the building of knowledge and skills to provide first-line assessment and recognition of key psychological themes, such as family resiliency, stress and coping strategies, adjustment and adaptation, classical and operant conditioning, locus of control, potentially traumatic events and post-traumatic stress syndrome, anticipatory grief and grieving.
- Share good practice through creating positive opportunities to communicate the role of the CCNS team across the unit and network.

### Evaluation and research

- Listen to and collect user service feedback via patient satisfaction surveys and audit, and relay this to the senior team to ensure contribution of user involvement into future design, delivery and evaluation of services.
- Participate in critical appraisal and synthesis of the outcomes of other relevant research, evaluations and audits.

### Professional development

- Maintain a structured development profile during the secondment period to the post.
- Develop an insight into the development of network, national and international agendas for the care of children with cardiac conditions
- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways, including reflection on personal development by participating in clinical supervision and performance review.
- Work within agreed policies of trust and adhere to *The code: standards of conduct, performance and ethics for nurses and midwives* (NMC, 2008).

### Person specification – children’s cardiac nurse specialist (CCNS) (level 6)

Criteria	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>• Current registration with NMC.</li> <li>• RSCN/RN (child branch).</li> <li>• Qualification in teaching/mentoring and assessing.</li> <li>• Sound communications skills.</li> <li>• Full, clean driving licence.</li> </ul>	<ul style="list-style-type: none"> <li>• CAF training.</li> <li>• Experience in delivering counselling skills under supervision.</li> <li>• Recognised high dependency module.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Minimum 2 years’ post-registration experience in children’s cardiac care.</li> <li>• Knowledge and understanding of child protection/safeguarding.</li> <li>• Knowledge and understanding of current nursing policy and practice issues.</li> <li>• Knowledge and understanding of infection control.</li> <li>• Recent involvement in changing service initiatives.</li> <li>• Appreciation of risk management and governance issues application.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of involvement in initiatives within multi-professional teams.</li> <li>• Insight and/or experience in conflict resolution situations.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>• Contribution to research/audit data collection.</li> <li>• Ability to apply relevant research and evidence-based knowledge and skill to delivering paediatric care.</li> </ul>	<ul style="list-style-type: none"> <li>• Course/module in research or evidence-based medicine.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Sound developing specialist knowledge, underpinned by theory and experience.</li> <li>• Relevant level clinical governance and risk management training and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in dealing with situations requiring analysis and interpretation.</li> <li>• Critical, analytical and appraisal skills.</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>• Flexibility.</li> <li>• Good sound verbal and legible written skills.</li> <li>• Ability to work within a team and take on authorised autonomy as required.</li> <li>• Excellent time management.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership skills.</li> <li>• Collaborative leadership of associate nursing team members.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>• Good, sound interpersonal and communication skills</li> <li>• Self-motivated.</li> <li>• Works well within a team.</li> <li>• Ability to work independently and take on additional responsibility as directed and appropriate.</li> <li>• Ability to manage own workload.</li> <li>• Ability to be assertive.</li> <li>• Developing confidence and competence in working with a higher level team.</li> <li>• Well organised and able to manage time effectively.</li> <li>• Ability to work in a challenging and busy environment to contribute towards set deadlines.</li> <li>• Flexibility to meet service needs.</li> <li>• Awareness of changing local, regional and national policies in children’s cardiac care.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership experience.</li> <li>• Experience in contributing towards developing policies, protocol, guidelines, service operational procedures.</li> </ul>
Other requirements, such as values and behaviours	<ul style="list-style-type: none"> <li>• Ability to commit to engaging in and/or contributing to advancing services.</li> <li>• Respect of the team contribution of deliverance of care.</li> <li>• Compassion for the nature and effect of paediatric cardiology care both for the child, family and staff members.</li> </ul>	

# Appendix 3

## Example job description: children's cardiac nurse specialist (level 7)

### Role description: children's cardiac nurse specialist (CCNS) (level 7)

**Pay band:** Minimum AfC band 7\*

**Reports to:** Lead children's cardiac nurse specialist (level 7, AfC band 7 – See Appendix 1)

**Professionally accountable to:** Director of nursing (lead centre)

**Essential qualifications:** Registered children's nurse, accredited teaching qualification, recognised course in paediatric assessment skills

**Minimum experience:** 3 years' experience of caring for children in the cardiac specialty

The intricate detail of the role and what is expected is reflected in the specific competency framework in section 3 and 4.

*Note:* Where 'network' is mentioned, this refers to the children's congenital heart network.

### Role purpose

The CCNS (level 7) will:

- work in partnership with the CYP and family to co-ordinate and facilitate their bio-psychosocial needs through assessment, planning, education, advice and support, in collaboration and negotiation with associate health, social care and education providers
- ensure smooth transition between services for CYP and their families across the network service
- participate in the development of service initiatives and monitor the effectiveness of their provision in line with CYP and family experience and outcome.

### Summary of duties and responsibilities

The CCNS (level 7) should provide a ratio of 20 per cent leadership to 80 per cent direct patient contact, depending on the patient population of the network, which covers the following:

- work across the network as the key advocate for the CYP by ensuring the partnership they have with their family and health and social care professionals is central to, and focuses on, meeting their needs and expectations within care delivery, and working in a

collaborative manner with all members of the multi-professional team

- provide specialist and practical information and education to parents following antenatal or postnatal diagnoses (while working in collaboration with the role of the fetal nurse specialists) and offer a high level of emotional and counselling support
- provide specialist and practical information and education following a later diagnosis of acquired or congenital heart disease to the CYP and their family, and offer level two emotional and counselling support, referring to counselling or psychology services as required.
- use their unique and specialist knowledge to work in partnership with CYP and their families, focusing on meeting their identified needs through planning, negotiating, implementing and evaluating an agreed plan of care while keeping the CYP at the centre of care delivery
- use expert communication skills to impart complex and potentially distressing information to CYP and their families, supporting them through the consent process and ensuring informed decision making
- undertake enhanced and specialist health assessments, contributing to early identification of potential cultural, spiritual, bio-psychosocial needs of children, young people and their families and, where appropriate, refer to other health care professionals, such as psychological or mental health support, for advice
- collaborate with social work colleagues and child protection teams when the holistic assessment of need indicates safeguarding issues
- co-ordinate and facilitate care delivery and provision of support across the network for CYP and their families, ensuring continuity of care and effective communication between health care professionals
- act as principal liaison for the GP, health visitor, school nurse, community children's nurse, and other members of the primary care team and relevant specialist teams to ensure an integrated provision of pre- and post-hospital care and, if required, within a common assessment framework to ensure safeguarding of the CYP
- use agreed protocols to assess family resiliency, including initial first-line assessment of parental

\* Indicative AfC banding level subject to AfC job evaluation.

anxiety and depression, whilst recognising factors that may impact on adjustment and adaptation to potentially traumatic and life changing events and circumstances

- deliver relevant nursing support and refer to other specialists, where appropriate, if parents demonstrate signs of increased anxiety or potential depression
- deliver outreach advice and support across the network for CYP and their families during their transition between home, community and hospital cardiac care. For example, this could be through nurse-led clinics, attending outreach services, telephone, text message, email, and online resources such as teleconferencing or videoconferencing (according to local hospital policy)
- act as an expert resource for the multidisciplinary team, providing specialist education, advice and support to colleagues across the network and wider community (including health, social care and education colleagues)
- work in collaboration with the ATCNS and ACHD nurse specialists to empower young people and their families during their transition from children's to adult's services
- measure the impact and quality of the service by ongoing audit of the CYP and family experience and use this data as the focus for adjustment and development of the service
- evaluate the quality and service user experience of the CCNS team through research and audit and disseminate findings nationally
- practise as a key member of the multidisciplinary team across the network in the development of evidence-based local and national policies, protocols and standards, to meet clinical, service and service user needs

### Clinical practice

- Establish contact with CYP and their families from the time of initial diagnosis or referral, and provide specialist nursing advice and information to support their practical and bio-psychosocial needs.
- Ensure accessibility to the CCNS for families and develop efficient systems to enable families to be able to make contact with a consistent port of call within the network
- Work in partnership with CYP and their families to meet their identified needs; planning, negotiating, implementing and evaluating an agreed plan of care whilst keeping the CYP at the centre of any decisions and actions that may impact on outcomes of care delivery.

- Ensure that integrated care pathways are in place at the point of diagnosis for CYP with complex and palliative care needs.
- Use expert communication skills to impart sensitive, complex and potentially distressing information to CYP and their families and provide them with advice and emotional support in hospital and at home.
- Develop and provide information in a variety of different formats for CYP and families in relation to diagnosis, investigations, treatment, long-term management, palliative and end of life care; empowering them to access available information at various points throughout their care pathway.
- Communicate in ways that empower CYP and their families to make informed choices about their health and health care, enabling informed consent.
- Be the designated key worker for CYP, their families and health professionals across the network, ensuring referrals are prioritised and managed appropriately.
- Act as an advocate for CYP and their families to ensure equity and consistency of service delivery while focusing on the individual package of care required throughout their access to treatment and surveillance, whenever and wherever this is delivered across the network.
- Facilitate discharge planning to ensure continuity of care and effective communication across the network, collaborating with community nursing and primary care services where necessary.
- Assess CYP and family resiliency in terms of factors that may impact on adjustment and adaptation to potentially traumatic events, including initial first-line assessment of parental anxiety and potential depression and, where indicated, refer to other health care professionals such as psychological and mental health support.
- Undertake enhanced and specialist health assessments to identify the potential cultural, spiritual and bio-psychosocial needs of CYP and their families which may indicate a referral to associate care personnel within the wider multi-professional team.
- Undertake regular nurse-led clinics and attend multi-professional clinics across the network working within authorised levels of autonomy.
- Maintain adequate patient documentation to NMC requirements for all patients seen and advice given in any practice setting, and contribute to clinical activity/data collection as required.
- Use clinical judgement and autonomous decision making concerning the interpretation and analysis of information from a variety of sources.



### Management and leadership

- Act as principal liaison for the GP, health visitor, school nurse, community children's nurse, and other members of the multidisciplinary team, to ensure integrated care across the network.
- Work collaboratively and in partnership with other health care professionals, offering appropriate leadership, guidance and supervision to colleagues.
- Lead the development of service and nurse-led initiatives in conjunction with medical and nursing colleagues to advance the quality of care for CYP and their families across the network.
- Work with associate colleagues to develop achievable shared goals; ensure that the team's purpose and objectives are clear.
- Participate in the development and implementation of evidence-based standards of care, practice guidelines and integrated care pathways, continually evaluating the quality of patient care.

### Training and education

- Be highly competent to provide appropriate education to CYP and their families, to promote health and encourage self-care and participation in the planned programme of treatment and care.
- Ensure competence development includes the measurement of knowledge and skills ability to perform first-line assessment and recognition of key psychological themes, such as family resiliency, stress and coping strategies, adjustment and adaptation, classical and operant conditioning, locus of control, potentially traumatic events and post traumatic stress syndrome, anticipatory grief and grieving.
- Collaborate with the lead clinical educator to develop specific specialist education programmes and in-service training activities across the network, in line with the Knowledge and Skills Framework (KSF).
- Act as an educational resource for nursing and other professionals across health, social care and education services.
- Exercise a high degree of personal and professional authority and act as an expert for all disciplines of staff.
- Share good practice through creating positive opportunities to communicate and collaborate locally across the network, regionally, nationally and internationally, and contribute to the wider development of practice through publication and dissemination.

### Evaluation and research

- Collaborate with the lead CCNS to initiate and undertake evaluation of the quality of the CCNS service. This will involve service users in the design, delivery and evaluation of services through CYP and parent satisfaction surveys and audit.
- Listen to and collect user service feedback via patient satisfaction surveys and audit, to ensure service users are involved in the design, delivery and evaluation of services.
- Critically appraise and synthesise the outcomes of other relevant research, evaluations and audits and act on this information in collaboration with colleagues to continually develop the service.
- Contribute to and participate in the dissemination of findings of service evaluation locally, across the network, regionally and nationally, sharing best practice with colleagues.

### Professional development

- Maintain a high profile and actively contribute to the development of network, national and international agendas for the care of children with cardiac conditions.
- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways, including accessing clinical supervision.
- To work within the agreed policies of the trust and adhere to The code: standards of conduct, performance and ethics for nurses and midwives (NMC, 2008).
- Develop an insight into the development of network, national and international agendas for the care of children with cardiac conditions.
- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways, and participating in clinical supervision and performance review.



### Person specification – children’s cardiac nurse specialist (CCNS) (level 7)

Criteria	Essential (lead nurse)	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>• Current registration with NMC.</li> <li>• RSCN/RN(child branch)</li> <li>• Qualification in teaching/mentoring and assessing.</li> <li>• Expert communications skills training or willing to undertake the training.</li> <li>• Level 2 counselling training/qualification or evidence of working towards level 2.</li> <li>• Full clean driving licence.</li> <li>• PILS.</li> <li>• Recognised paediatric assessment skills course.</li> </ul>	<ul style="list-style-type: none"> <li>• Post registration qualification in cardiology nursing.</li> <li>• Qualification in paediatric community nursing.</li> <li>• Course/module in research or evidence-based medicine.</li> <li>• Independent non-medical prescribing course or working towards it.</li> <li>• CAF training.</li> <li>• APLS / PALS.</li> <li>• Recognised high dependency/PICU module.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Minimum 3 years’ post-registration experience in children’s cardiac care of which 1 year (minimum) as band 6 role/evidence of a previous secondment post to a CCNS team.</li> <li>• Embedded experience in paediatric cardiac nursing.</li> <li>• Knowledge and understanding of child protection/safeguarding.</li> <li>• Knowledge of NHS Direction and policy initiative.</li> <li>• Knowledge and understanding of current nursing policy and practice issues.</li> <li>• Knowledge and understanding of infection control.</li> <li>• Recent involvement in changing service initiatives.</li> <li>• Insight and appreciation of risk management and governance issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in paediatric community nursing.</li> <li>• Recent involvement in initiatives within multi-professional teams.</li> <li>• Insight and/or experience in conflict resolution management.</li> <li>• Knowledge and understanding of patient/public involvement, management of complaints and investigations into governance issues.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>• A sound knowledge and application of relevant paediatric and children’s cardiac research.</li> <li>• Proven contribution to research/audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Undertaking research.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Well-developed specialist knowledge, underpinned by theory and experience.</li> <li>• Up-to-date clinical governance and risk management training and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in dealing with complex facts or situations requiring analysis and interpretation.</li> <li>• Critical, analytical and appraisal skills.</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Excellent verbal and legible writing skills</li> <li>• Ability to work within a level of autonomously and within a team</li> <li>• Excellent time management</li> </ul>	<ul style="list-style-type: none"> <li>• Operational leadership skills.</li> <li>• Leadership of a junior nursing team.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>• Leadership experience.</li> <li>• Excellent interpersonal and communication skills.</li> <li>• Proactive and self-motivated.</li> <li>• Works well within a team.</li> <li>• Ability to work independently and demonstrate a safe and appropriate degree of autonomy.</li> <li>• Ability to manage own workload.</li> <li>• Assertive and confident.</li> <li>• Well organised and able to manage time effectively.</li> <li>• Ability to work in a challenging and busy environment whilst meeting set deadlines.</li> <li>• Flexible to meet service needs.</li> <li>• Awareness of changing local, regional and national policies in children’s cardiac care.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in contributing towards developing policies, protocol, guidelines and service operational procedures.</li> </ul>
Other requirements, such as values and behaviours	<ul style="list-style-type: none"> <li>• Ability to commit to engaging in and/or advancing services.</li> <li>• Respect for the team contribution of deliverance of care.</li> <li>• Compassion for the nature and effect of paediatric cardiology care, both for the CYP and their family, and for staff members.</li> </ul>	

## Appendix 4

### Example job description: lead children's cardiac nurse specialist (CCNS) (level 8a)

**Role description:** children's cardiac nurse specialist (CCNS) – Team leader (level 8a)

**Pay band:** Minimum AfC band 8a\*

**Reports to:** Lead children's cardiac nurse specialist (level 8, AfC band 8a – See Appendix 1)

**Professionally accountable to:** Director of nursing (lead centre)

**Essential qualifications:** Registered children's nurse, accredited teaching qualification, evidence of academic achievement at Master's level/evidence of working towards a Master's degree, recognised course in paediatric assessment skills

**Minimum experience:** 5 years' experience of caring for children in the cardiac specialty, 2 years (minimum) as band 7 CCNS.

The intricate detail of the role and what is expected is reflected in the specific competency framework in section 3 and 4.

*Note:* Where 'network' is mentioned, this refers to the children's congenital heart network.

#### Role purpose

The lead children's cardiac nurse specialist (CCNS) (level 8) will:

- develop, lead and co-ordinate the children's cardiac nurse specialist team to ensure smooth transition between services for CYP and their families across the network services
- lead and support the CCNS team to work in partnership with CYP and their families through co-ordination and facilitation of their bio-psychosocial needs
- develop a service framework whereby the assessment, planning, education, advice and support is carried out in collaboration, and negotiation with, associate health, social care and education providers
- line manage the CCNS team, ensure a high level of competency development and provide ongoing leadership, guidance and supervision

- lead on the development of service initiatives and monitor the effectiveness of its provision in line with CYP and family experience and outcome.

#### Summary of duties and responsibilities

The lead CCNS (level 8) should provide professional line management of the network CCNS team while working a ratio of 30/40 per cent leadership to 60/70 per cent direct patient contact (depending on the patient population size of the network), which covers:

- working across the network as the key advocate for CYP by ensuring the partnership they have with their family and health and social care professionals is central to, and focuses on, meeting their needs and expectations within care delivery, working in a collaborative manner with all members of the multi-professional team
- providing specialist and practical information and education to parents following antenatal or postnatal diagnoses (while working in collaboration with the role of the fetal nurse specialists) and offering a high level of emotional and counselling support
- providing specialist and practical information and education following a later diagnosis of acquired or congenital heart disease to the CYP and their family, and offering level 2 emotional and counselling support, referring to counselling or psychological services as required
- using their unique and specialist knowledge to work in partnership with CYP and their families, focusing on meeting their identified needs through planning, negotiating, implementing and evaluating an agreed plan of care while keeping the CYP at the centre of care delivery
- using expert communication skills to impart complex and potentially distressing information to CYP and their families, supporting them through the consent process and ensuring informed decision making
- undertaking enhanced and specialist health assessments, contributing to early identification of potential cultural, spiritual, bio-psychosocial needs of children, young people and their families. Where appropriate, referring to other health care professionals, such as psychological or mental health support, for advice
- collaborating with social work colleagues and child protection teams when the holistic assessment of need indicates safeguarding issues

\* Indicative AfC banding level subject to AfC job evaluation.

- co-ordinating and facilitating care delivery and provision of support across the network for CYP and their families, ensuring continuity of care and effective communication between health care professionals
  - act as principal liaison for the GP, health visitor, school nurse, community children's nurse and other members of the primary care and relevant specialist teams, to ensure an integrated provision of pre- and post-hospital care, if required, within a common assessment framework to ensure safeguarding of the CYP
  - using agreed protocols to assess family resiliency, including initial first-line assessment of parental anxiety and depression, whilst recognising factors that may impact on adjustment and adaptation to potentially traumatic and life-changing events and circumstances
  - providing relevant nursing support and refer to other specialists where appropriate if parents demonstrate signs of increased anxiety or potential depression
  - providing outreach advice and support across the network for CYP and their families during their transition between home, community and hospital cardiac care. This is through, for example, nurse-led clinics, attending outreach services, telephone, text message, email, and online resources, such as teleconferencing or videoconferencing (according to local hospital policy)
  - acting as an expert resource for the multidisciplinary team, providing specialist education, advice and support to colleagues across the network and wider community (including health, social care and education colleagues)
  - working in collaboration with the ATCNS and ACHD nurse specialists to empower young people and their families during their transition from children's to adult's services
  - measuring the impact and quality of the service by ongoing audit of the CYP and family experience and use this as the focus for adjustment and development of the service
  - evaluating the quality and service user experience of the CCNS team through research and audit and disseminating findings nationally
  - practising as a key member of the multidisciplinary team across the network in the development of evidence-based local and national policies, protocols and standards, to meet clinical, service and service user needs.
  - Ensure accessibility to the CCNS for families and develop efficient systems to enable families to be able to make contact with a consistent port of call within the network
  - Work in partnership with CYP and their families to meet their identified needs; planning, negotiating, implementing and evaluating an agreed plan of care whilst keeping the CYP at the centre of any decisions and actions that may impact on outcomes of care delivery.
  - Ensure that integrated care pathways are in place at the point of diagnosis for CYP with complex and palliative care needs.
  - Use expert communication skills to impart sensitive, complex and potentially distressing information to CYP and their families, and provide them with advice and emotional support in hospital and at home.
  - Develop and provide information in a variety of different formats for CYP and families in relation to diagnosis, investigations, treatment, long-term management, palliative and end of life care; empowering them to access available information at various points throughout their care pathway.
  - Communicate in ways that empower CYP and their families to make informed choices about their health and health care, enabling informed consent.
  - Be the designated key worker for CYP, their families and health professionals across the network, ensuring referrals are prioritised and managed appropriately.
  - Act as an advocate for CYP and their families to ensure equity and consistency of service delivery while focusing on the individual package of care required throughout their access to treatment and surveillance, whenever and wherever this is delivered across the network
  - Facilitate discharge planning to ensure continuity of care and effective communication across the network, collaborating with community nursing and primary care services where necessary.
  - Assess CYP and family resiliency in terms of factors that may impact on adjustment and adaptation to potentially traumatic events, including initial first-line assessment of parental anxiety and potential depression, and where indicated, refer to other health care professionals, such as psychological and mental health support.
  - Undertake enhanced and specialist health assessments to identify the potential cultural, spiritual and bio-psychosocial needs of CYP and their families which may indicate a referral to associate care personnel within the wider multi-professional team.
- Clinical practice (60 – 70 per cent of the role)**
- Establish contact with CYP and their families from the time of initial diagnosis or referral, and provide specialist nursing advice and information to their support practical and bio-psychosocial needs.

- Undertake regular nurse-led clinics and attend multi-professional clinics across the network, working within authorised levels of autonomy.
- Maintain adequate patient documentation to NMC requirements for all patients seen and advice given in any practice setting, and contribute to clinical activity/data collection as required.
- Use clinical judgement and autonomous decision making concerning the interpretation and analysis of information from a variety of sources.

### **Management and leadership (30-40 per cent of the role)**

- Lead delivery of the strategic and operational goals as directed by the lead nurse for the network.
- Give professional line management of the network CCNS team through clear directed leadership, ensuring ongoing support, guidance, supervision and monitoring in order to maintain high levels of competency development and service provision at all times.
- Act as principal liaison for the GP, health visitor, school nurse, community children's nurse and other members of the multidisciplinary team, to ensure integrated care across the network.
- Work collaboratively and in partnership with other health care professionals, offering appropriate leadership, guidance and supervision to colleagues.
- Lead the development of service and nurse-led initiatives in conjunction with medical and nursing colleagues to advance the quality of care for CYP and their families across the network.
- Work with associate colleagues to develop achievable shared goals ensuring that the team's purpose and objectives are clear.
- Develop and implement evidence-based standards of care, practice guidelines and integrated care pathways, continually evaluating the quality of patient care.
- Participate in strategic planning for future quality service development, including evidence-based policy planning, both locally across the network and nationally.
- Lead in the appraisal process of members of the CCNS team.

### **Training and education**

- Be highly competent to provide appropriate education to CYP and their families, to promote health and encourage self-care and participation in the planned programme of treatment and care.
- Ensure competency development includes the measurement of the team's knowledge and skills for provision of first-line assessment and recognition of key psychological themes, such as family resiliency, stress

and coping strategies, adjustment and adaptation, classical and operant conditioning, locus of control, potentially traumatic events and post-traumatic stress syndrome, anticipatory grief and grieving.

- Collaborate with the lead clinical educator to develop specific specialist education programmes and in-service training activities across the network, in line with the Knowledge and Skills Framework (KSF).
- Act as an educational resource for nursing and other professionals across health, social care and education services.
- Exercise a high degree of personal and professional authority and act as an expert for all disciplines of staff.
- Share good practice by creating positive opportunities to communicate and collaborate locally across the network, regionally, nationally and internationally. Contribute to the wider development of practice through publication and dissemination.

### **Evaluation and research**

- Collaborate with the lead nurse and other key nursing post holders, such as clinical educators and readers/professors, in initiating and undertaking evaluation of the quality of the CCNS service.
- Involve service users in the design, delivery and evaluation of services through CYP and parent satisfaction surveys and audit.
- Critically appraise and synthesise the outcomes of other relevant research, evaluations and audits. Act on this information in collaboration with colleagues to continually develop the service.
- Disseminate findings of service evaluation locally across the network; regionally and nationally, sharing best practice with colleagues.
- Collaborate with the lead nurse and other key nursing post holders, such as clinical educators and readers/professors, to initiate and undertake nursing research, contributing to the wider congenital cardiac research agenda.

### **Professional development**

- Maintain a high profile and actively contribute to the development of network, national and international agendas for the care of children with cardiac conditions.
- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways, including accessing clinical supervision and performance review.
- Work within agreed policies of the trust and adhere to The code: standards of conduct, performance and ethics for nurses and midwives (NMC, 2008).

### Person specification – lead children’s cardiac nurse specialist (CCNS) (level 8A)

Criteria	Essential (lead nurse)	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>• Current registration with NMC.</li> <li>• RSCN/RN (child branch).</li> <li>• Master’s level qualification or evidence of working towards a Master’s Degree in a health-related discipline.</li> <li>• Qualification in teaching/mentoring and assessing.</li> <li>• Qualification in leadership and management.</li> <li>• CAF training.</li> <li>• Expert high level communications skills training or willing to undertake at earliest opportunity.</li> <li>• Level 2 counselling training/qualification or evidence of working towards.</li> <li>• Full, clean driving licence.</li> <li>• PILS.</li> <li>• Recognised course in paediatric assessment skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-registration qualification in cardiology nursing.</li> <li>• Qualification in paediatric community nursing.</li> <li>• Recognised qualification in health management.</li> <li>• Course/module in research or evidence-based medicine.</li> <li>• Independent non-medical prescribing course.</li> <li>• APLS / PALS.</li> <li>• Recognised high dependency/PICU module.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Minimum 5 years’ post-registration experience in children’s cardiac care of which 2 years (minimum) as band 7 CCNS.</li> <li>• Extensive experience in paediatric cardiac nursing.</li> <li>• Knowledge and understanding of child protection/safeguarding.</li> <li>• Experience in supervising/managing staff – including performance review.</li> <li>• Recognised leadership and service/staff development experience.</li> <li>• Proven change management skills and evidence of outcome.</li> <li>• Knowledge of NHS Direction and policy initiative.</li> <li>• Knowledge and understanding of current nursing policy and practice issues.</li> <li>• Knowledge and understanding of nursing recruitment and retention issue.</li> <li>• Knowledge and understanding of infection control.</li> <li>• Experience in budgetary and resource management.</li> <li>• Knowledge, understanding and experience in risk management and governance issues.</li> <li>• Knowledge and understanding of patient/public Involvement, management of complaints and investigations into governance issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in paediatric community nursing.</li> <li>• Evidence of leading initiatives within multi-professional teams.</li> <li>• Ability to provide clinical supervision of members of the CCNS team.</li> <li>• Experience in conflict resolution management.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>• Insight into children’s and/or cardiac research with relevance to service provision and performance.</li> <li>• Involvement in audit and/or research studies.</li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>• Well-developed specialist knowledge, underpinned by theory and experience.</li> <li>• Up-to-date clinical governance and risk management training and experience</li> <li>• Critical, analytical and appraisal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in dealing with complex facts or situations requiring analysis, interpretation and comparison of options.</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>• Excellent operational and leadership skills.</li> <li>• Flexible and inspirational.</li> <li>• Excellent verbal and legible writing skills.</li> <li>• Ability to work autonomously.</li> <li>• Excellent time management.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic leadership skills.</li> <li>• Ability to develop a high-performing team to deliver individual team and team outputs and targets.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>• Proven leadership skills.</li> <li>• Excellent interpersonal and communication skills.</li> <li>• Proactive, self-motivated, with the ability to motivate others.</li> <li>• Works well within a team.</li> <li>• Ability to work independently and demonstrate a high degree of autonomy.</li> <li>• Ability to manage own workload and that of others.</li> <li>• Assertive and confident.</li> <li>• Well organised and able to manage time effectively.</li> <li>• Ability to work in a challenging and busy environment whilst meeting set deadlines.</li> <li>• Flexible to meet service and team needs.</li> <li>• In-depth awareness of changing local, regional and national policies in children’s cardiac care.</li> </ul>	<ul style="list-style-type: none"> <li>• Previous line management position.</li> <li>• Experience in developing and writing policies, protocol, guidelines, service and operational procedures.</li> </ul>
Other requirements, such as values and behaviours	<ul style="list-style-type: none"> <li>• Proven commitment to engaging in and/or advancing services and role developments of team skills.</li> <li>• Respect of the team contribution of deliverance of care.</li> <li>• Compassion for the nature and effect of paediatric cardiology care, both for the child and their family, and colleagues.</li> </ul>	



# Appendix 5

## Example job description: Adolescent and transition clinical nurse specialist

### Role description: Adolescent and transition clinical nurse specialist (ATCNS) (level 7)

**Pay band:** Minimum AfC band 7\*

**Responsible to:** Directorate/head of nursing

**Professionally accountable to:** Director of nursing/chief of nursing

**Essential qualifications:** Registered nurse (RN), either adult (RNA) or child branch, teaching experience or qualification, academic achievement at Master's level/evidence of working towards a Master's level degree, recognised course in congenital heart disease

**Minimum experience:** 5 years' experience of caring for CYP or adults with congenital heart disease.

The intricate detail of the role and what is expected is reflected in the specific competency framework.

*Note:* Where 'network' is mentioned, this refers to the children's congenital heart network. Adult congenital heart disease services are currently under review (ACHD Advisory Group, 2012) and so, in future, 'network' may refer to both networks.

### Role purpose

The adolescent and transition clinical nurse specialist (ATCNS) (level 7) will:

- work in partnership with young people and their families to co-ordinate and facilitate their bio-psychosocial needs through assessment, planning, education, advice and support. This is in collaboration and negotiation with associate health, social care and education providers
- ensure smooth transition between child and adult services for young people and their families across the network services
- participate in the development of service initiatives and monitor the effectiveness of their provision in line with young people and family experience and outcome.

### Summary of duties and responsibilities

The ATCNS (level 7) should:

- work across the network as the key advocate for young people by ensuring the partnership they have with their family and health and social care professionals is central to, and focuses on, meeting their needs and expectations within care delivery, working in a collaborative manner with all members of the multi-professional team
- liaise within and across organisational boundaries to ensure co-ordination and facilitation of transition to adult services for all co-morbidities and additional needs
- provide practical, tailored information, education and emotional support to young people and their families
- use their unique and specialist knowledge to work in partnership with young people and their families, focusing on meeting their identified needs through planning, negotiating, implementing and evaluating an agreed plan of care whilst keeping the young person engaged and at the centre of care delivery
- support young people to become independent, confident and capable when managing their own health care needs, whilst simultaneously supporting parents to adopt a more supportive role and adjust to the change in responsibility that this entails
- use expert communication skills to impart complex and potentially distressing information to young people and their families, supporting them through the consent process and ensuring informed decision making
- undertake enhanced and specialist health assessments, contributing to early identification of potential social, cultural, educational, bio-psychosocial needs of young people and their families with particular focus on the developing needs of adolescents. Where appropriate, refer to other health care professionals, such as psychological or mental health support, for advice
- ensure young people understand the importance of adult follow-up and know how to recognise what action to take in the event of any deterioration or acute episode of ill-health
- provide general and cardiac-specific health promotion to encourage the adoption of long-term healthy lifestyle

\* Indicative AfC banding level subject to AfC job evaluation.



behaviours in the young person and their family, including discussion of smoking, drugs, alcohol, puberty and sexual health

- collaborate with social work colleagues and child protection teams when the holistic assessment of need indicates safeguarding issues
- co-ordinate and facilitate care delivery and provision of support across the network for young people and their families, ensuring continuity of care and effective communication between health care professionals
- act as principle liaison for all young people with a congenital heart disease aged 12 years and over; liaising with the GP, school nurse, community children's nurse and other members of the primary care team and relevant specialist teams to ensure an integrated provision of pre- and post-hospital care and, if required, within a common assessment framework to ensure safeguarding of the young person
- deliver relevant nursing support and refer to other specialists, where appropriate, if young people demonstrate signs of increased anxiety or potential depression
- deliver outreach advice and support across the network for young people and their families during their transition between child and adult services, home, community and hospital cardiac care. For example this could be through nurse-led clinics, attending outreach services, telephone, text message, email and online resources such as teleconferencing or videoconferencing (according to local hospital policy)
- act as an expert resource, clinical role model and leader in transition care for the multidisciplinary team, providing specialist education, advice and support to colleagues across the network and wider community (including health, social care and education colleagues)
- work in collaboration with the ACHD nurse specialists to empower young people and their families and ensure an efficient and effective transition process
- measure the impact and quality of the service by ongoing audit of young person and family experiences, and use this as the focus for adjustment and development of the service
- evaluate the quality and service user experience of the ATCNS team through research and audit, and disseminate findings nationally
- practise as key member of the multidisciplinary team across the network in the development of evidence-based local and national policies, protocols and standards, to meet clinical, service and service user needs.

### Clinical practice

- Establish contact with young people and their families from the time of initial diagnosis or referral, and provide specialist nursing advice and information to support their practical and bio-psychosocial needs. Referrals can be made to the ATCNS when the young person reaches 12 years of age, or earlier or later depending on the young person's individual development and circumstances.
- Ensure accessibility to the ATCNS for young people and families and develop efficient systems to enable young people and families to be able to make contact with a consistent port of call within the network.
- Work in partnership with young people and their families to meet their identified needs; planning, negotiating, implementing and evaluating an agreed plan of care whilst engaging the young person and keeping them at the centre of any decisions and actions that may impact on outcomes of care delivery.
- Use expert communication skills to impart sensitive, complex and potentially distressing information to young people and their families, and provide them with advice and emotional support in hospital and at home.
- Develop and provide information in a variety of different formats for young people and families in relation to diagnosis, investigations, treatment, long-term management, transition, sexual health and lifestyle advice, palliative and end of life care; empowering them to access available information at various points throughout their care pathway.
- Communicate in ways that empower young people and their families to make informed choices about their health and health care, enabling informed consent.
- Be the designated key worker for young people, their families and health professionals across the network, ensuring referrals are prioritised and managed appropriately.
- Act as an advocate for young people and their families to ensure equity and consistency of service delivery while focusing on a tailored pathway through transition based on assessment of the individual's needs.
- Facilitate discharge planning to ensure continuity of care and effective communication across the network, collaborating with community nursing and primary care services where necessary.
- Assess young people and family resiliency in terms of factors that may impact on adjustment and adaptation to potentially traumatic events, including assessment of anxiety and potential depression, and, where indicated, refer to other health care professionals such as psychological and mental health support.

- Undertake enhanced and specialist health assessments to identify the potential cultural, educational, spiritual and bio-psychosocial needs of young people and their families which may indicate a referral to associate care personnel within the wider multi-professional team.
- Undertake regular nurse-led clinics and attend multi-professional clinics across the network, working within authorised levels of autonomy.
- Maintain adequate patient documentation to NMC requirements for all patients seen and advice given in any practice setting and contribute to clinical activity/data collection, as required.
- Use clinical judgement and autonomous decision making on the interpretation and analysis of information from a variety of sources.

### Management and leadership

- Act as principal liaison for the GP, health visitor, school nurse, community children's nurse, social worker and other members of the multidisciplinary team to ensure integrated care across the network.
- Act as an advocate, negotiating and influencing on behalf of young people and families at a local and national level.
- Work collaboratively and in partnership with other health care professionals, offering appropriate leadership, guidance and supervision to colleagues.
- Have the ability to identify the long-term health needs of the population.
- Lead the development of service and nurse-led initiatives in conjunction with medical and nursing colleagues to advance the quality of care for young people and their families across the network.
- Work with associate colleagues to develop achievable shared goals; ensure that the team's purpose and objectives are clear.
- Participate in the development and implementation of evidence-based standards of care, practice guidelines and integrated care pathways, continually evaluating the quality of patient care.
- Contribute to service reports and evaluation of the role.
- Work collaboratively with outside agencies, charities and organisations and encourage working across organisational boundaries.

### Training and education

- Be highly competent to provide appropriate education to young people and their families, to promote health and encourage self-care and participation in the planned programme of treatment and care.

- Tailor education to meet the individual's needs to ensure they are engaged and fully understand the implications on their condition on their lifestyle and health decisions.
- Ensure competency development includes the measurement of knowledge and skill ability to perform first-line assessment and recognition of key psychological themes, such as family resiliency, stress and coping strategies, adjustment and adaptation, classical and operant conditioning, locus of control, potentially traumatic events and post-traumatic stress syndrome, anticipatory grief and grieving.
- Collaborate with the lead adolescent and transition clinical nurse specialist to develop specific specialist education programmes and in-service training activities across the network, in line with the Knowledge and Skills Framework (KSF).
- Act as an educational resource for nursing and other professionals across health, social care and education services.
- Exercise a high degree of personal and professional authority and act as an expert for all disciplines of staff.
- Share good practice by creating positive opportunities to communicate and collaborate locally across the network regionally, nationally and internationally, and contribute to the wider development of practice through publication and dissemination.

### Evaluation and research

- Collaborate with the lead adolescent and transition nurse specialist, initiating and undertaking evaluation of the quality of the adolescent and transition service. Involve service users in the design, delivery and evaluation of services through young people and parent satisfaction surveys and audit.
- Listen to and collect user service feedback via patient satisfaction surveys and audit, to ensure service users are involved in the design, delivery and evaluation of services.
- Critically appraise and synthesise the outcomes of other relevant research, evaluations and audits and act on this information in collaboration with colleagues to continually develop the service.
- Contribute to and participate in the dissemination of findings of service evaluation locally across the network, regionally and nationally, sharing best practice with colleagues.

### Professional development

- Maintain a high profile and actively contribute to the development of network, national and international

agendas for the care of young people with cardiac conditions.

- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways, including accessing clinical supervision.
- Work within agreed policies of the trust and adhere to *The code: standards of conduct, performance and ethics for nurses and midwives* (NMC, 2008) and *Scope of professional practice*.
- Develop an insight into the development of network, national and international agendas for the care of young people with cardiac conditions.
- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways and participating in clinical supervision and performance review.

## Person specification – adolescent and transition clinical nurse specialist (ATCNS)

Criteria	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>On the relevant part of the NMC register, RNA/RNC or equivalent</li> <li>Evidence of ongoing, dynamic continuing professional development within the specialty, linked to demonstrable clinical competences.</li> <li>An assessing and mentoring qualification or ENB 998.</li> <li>Possession of a relevant degree or in the process of obtaining one.</li> <li>Leadership or management training.</li> <li>Basic and advanced life support</li> <li>Adolescent and adult with congenital heart disease module, or adult congenital heart disease module, undertaken or willing to do so as part of the role.</li> </ul>	
Skills/abilities	<ul style="list-style-type: none"> <li>Clinical expert in paediatric/adult clinical skills.</li> <li>Relevant specialist skills and abilities for the department/specialty, such as experience of working with children and adults. Experience of general cardiothoracic work.</li> <li>Excellent managerial, leadership and organisational skills, including:               <ul style="list-style-type: none"> <li>ability to motivate and develop a multi-professional team</li> <li>ability to problem solve and initiate change</li> <li>negotiating skills</li> <li>interviewing skills</li> <li>appraisal skills</li> <li>ability to delegate and prioritise</li> <li>excellent verbal and written communication and listening skills</li> <li>excellent teaching, training and preceptorship skills, and ability to demonstrate experience in education of adults or young people</li> <li>ability to present ideas and thoughts at discussion and in a formal presentation</li> <li>ability to work across professional teams and organisational boundaries.</li> </ul> </li> <li>Administration of IV drugs, as appropriate.</li> <li>Phlebotomy and cannulation skills, as appropriate.</li> <li>Administering medication under patient group directives or independent prescribing, as appropriate.</li> <li>Computer literate (word processing, PowerPoint presentation).</li> <li>Ability to use technology, such as mobile phones, Skype, video link, internet and meet current communication technology needs.</li> <li>Completion of adolescent e-learning for health modules, particularly transition module.</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>Experience within the relevant clinical environment.</li> <li>Experience of leadership abilities, such as taking charge of a ward area.</li> <li>Experience of leading and managing a team of nurses.</li> <li>Previous experience of change management and problem solving.</li> <li>Experience of handling clinical incidents and complaints.</li> <li>Experience of both clinical and formal teaching.</li> <li>Experience of working with young people in transition, coaching young people and life skills development.</li> </ul>	<ul style="list-style-type: none"> <li>Previous experience of research and audit.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>Thorough knowledge relevant to the specialty department/field of practice.</li> <li>Knowledge of transition theories and key documents, information resources, national standards.</li> <li>Understanding of professional and current issues around nursing young adults and adolescents, and how health care can support these issues.</li> <li>Understanding of resource management, health and safety, clinical risk and quality issues.</li> <li>Child protection procedures.</li> <li>Handling clinical incidents and complaints.</li> <li>Awareness of equality and diversity.</li> <li>Clinical governance.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of adolescent development and lifestyle challenges.</li> <li>Detailed understanding of audit and research methodologies.</li> <li>The use of information technology to promote health and communication.</li> </ul>
Other requirements	<ul style="list-style-type: none"> <li>Ability to initiate, manage and sustain change.</li> <li>Good attendance record.</li> <li>A flexible approach to work.</li> <li>Evidence of fulfilling Prep.</li> <li>Ability to work as an integral part of the multidisciplinary team.</li> <li>Ability to deal with conflict situations.</li> <li>Accountability – taking responsibility for own actions and promoting good team working.</li> <li>Openness – sharing information and good practice appropriately.</li> <li>Mutual respect – treating others with courtesy and respect at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to motivate, support and empower young people.</li> </ul>

# Appendix 6

## Example job description: lead clinical educator for the network

### Role description: lead clinical educator for the network

**Pay band:** Minimum AfC band 8a\*

**Responsible to:** Network lead nurse (8c)

**Responsible for:** Education of nursing staff across the children's congenital heart network

**Essential qualifications:** Registered children's nurse, NMC recordable teacher qualification, MSc/postgraduate study in area of expertise, project management experience and/or qualification

**Minimum experience:** 5 years' experience as a CYP cardiac clinical educator

*Note:* Where 'network' is mentioned, this refers to the children's congenital heart network.

### Role purpose

The lead nurse educator will:

- be a clinical expert and experienced educator in the care of the child/young person with a cardiac condition
- lead the development and implementation of the vision for nursing education and development for the network, working across organisational boundaries to deliver excellence in educational programmes and resources, in line with Modernising Nursing Careers and Health Education England's policy for NHS nurses to have the right values/skills to deliver the highest possible care
- be able to work autonomously to assess and provide an effective strategy for education and develop succinct frameworks of training in which to improve nurses' performance. This will be within the context of best practice, using evidence-based research, audit, clinical guidelines and pathways of care to develop an environment of critical thinking and informed decision making to enhance expert care delivery
- manage the network practice education team
- ensure provision of professional and clinical cardiac education and support to cardiac nurses caring for CYP across the defined network. They will ensure the provision and delivery of a high standard of specialist cardiac nursing education required to inform the care delivery
- demonstrate the effectiveness of the education processes and develop nurse-sensitive outcome measurements
- together with the lead nurse, local education and training boards and trust education leads, support effective workforce planning across the network, including training and professional development of all nurses involved in the various care pathways for children with cardiac conditions, and negotiate in-reach/outreach opportunities between network centres to enhance nurse education
- work in collaboration with the network lead nurse in shaping the vision and future development of the children's congenital heart service across the network. This will include educational pathways for ensuring the implementation of high quality/evidence-based care, as well as nurse education, training and leadership responsibilities
- foster an efficient, comprehensive and integrated approach to the multi-professional team working across the network and will work to ensure the advancement of child and family focused cardiac care, support known to improve patient outcomes, and instigate methods to reduce risk and focus on safety
- be responsible for working in collaboration with senior staff across the network, in order to maintain high standards of nursing care of CYP with cardiac conditions, and ensure, maintain and resolve matters regarding training needs and education of staff in order to maintain the highest level of expertise in delivering patient care
- will collaborate with other health care education providers to ensure that appropriate education resources are available within the network for the health care support workforce
- work with provider trust leads for education and training and local education and training boards to ensure, when necessary, education is commissioned from the most competent higher education institute (HEI) provider.

The role of the lead nurse educator relates to the Mandatory Amber status of the Safe and Sustainable Children's Cardiac Surgery Standards, NSCG 2010:

- C3: staffing – nursing care must be provided by a dedicated team of nursing staff trained in the care of

\* Indicative AfC banding level subject to AfC job evaluation.



children who have received cardiac surgery

- A17: training and education – each cardiology centre and district children's cardiology service will have a formal training plan in place which ensures ongoing education and professional development for the professional involved in the care of children with congenital heart problems.

### Management and leadership

- Lead the shaping of the education programme for children's cardiac services in accordance with contemporary drivers, such as the NHS constitution plan, the *Children and young people's health Outcomes*, the Safe and sustainable programme and the implementation programme for the children's congenital heart network.
- Develop and enhance the educational input and working relationships and practices across the network, including the secondary/tertiary care interface and other relevant agencies and organisations.
- Evaluate the educational opportunities and their relationship to clinical nursing practices and service delivery across the network, working with the network lead nurse to implement change where necessary.
- Chair children's cardiac network education meetings, and participate in meetings regarding the national children's cardiac agenda with other lead nurse educators. Form collaborative links through the transition programme to adult congenital cardiac care.
- Act as an integral member of network management team on service development, education and planning improvement, ensuring the development of effective educational standards and governance frameworks.
- Lead and manage the network clinical educators (band 6/7), ensuring ongoing professional review, and assist the educators to support, facilitate and enhance the delivery of high quality educational programmes to meet the nationally-set Safe and sustainable standards and implementation programme outcomes.

### Clinical responsibility

- Provide a visible clinical profile, act as a role model in the clinical environment and support staff, having both an advisory and expert clinical input role.
- Ensure a high level of quality educational opportunities to support efficient clinical cardiac nursing care to the client group, acting as change agents to enhance practice where required and promote effective critical thinking and informed decision making to enhance expert care delivery.
- Ensure the delivery of expert cardiac teaching,

educational programmes and resources to support the nursing management of children, from initial presentation to medical/interventional/surgical intervention, long-term management palliative and end of life care, and/or through to the transition to adult services across the network.

- Contribute to an environment which fosters effective practice and encourages implementation, evaluation and dissemination of new practices.
- Uphold organisational policies and principles on the promotion of equality.
- Promote an inclusive environment where diversity is valued and everyone can contribute, and, in an equitable way, meet the needs of those patients with cultural differences and cognitive, mental or physical disability.
- Work within the NMC *Code of professional conduct and scope of professional practice*.

### Training and education

- Lead in co-ordinating and supporting the educational initiatives and developments of the children's cardiac nursing role across the network.
- Lead in the promotion and development and, when necessary, the delivery of educational opportunities across all grades of nursing staff throughout the network and raise the profile of nursing education within the network. Effectively disseminate information on the educational opportunities across the network, including generalist areas when necessary.
- Be responsible for managing the changing teaching and learning environments within health care, synthesising information about individuals, groups, programme areas and institutions. Produce appropriate learning strategies and innovations in education by continuously developing and promoting modern teaching facilities and techniques, such as electronic resources and simulation where available, to enhance clinical skills and knowledge relevant to advancing evidence-based nursing practice.
- Develop, implement, evaluate and support suitable tools to teach patients/carers clinical skills and integrate into pathways of care across the network.
- Ensure a strategy to provide educational support from orientation of new staff through to expert management and continuing professional development. Lead and organise events and conferences to promote the profile of the network at national and international level.
- Demonstrate the effectiveness of the education process through audit of the education programmes, evaluative feedback and development of nurse-sensitive outcome measures.



- Encourage and support actively network staff to attend study days, courses and conferences, and facilitate them presenting at such events
- Provide support to the course director/module leader for relevant CPD courses for children's cardiac nurses across the network, involving regular audit and evaluation of curricula in association with local universities and national programmes.
- Lead in the design and development of assessment techniques in conjunction with staff from the higher education establishments, utilising accepted good practice such as determination of reliability, validity, acceptability, cost effectiveness and educational impact.

### Research

- Actively seek out and inform any clinical research studies and educational opportunities within the field of children's cardiac specialist nursing, focusing on both improving clinical outcomes of CYP and their families and the study of educational input to all levels of staff across the hospital.
- Collaborate in studying and developing educational strategies to improve patient care.
- As part of the education and training framework ensure promotion of nursing research and higher academic attainment, empowering nurses to become more research-active. Encourage national/international publications, working in collaboration with the clinical reader/professor of congenital cardiac nursing.
- Foster a culture of innovation, developing strong partnerships with local universities. Collaborate with the medical research lead to promote multi-professional research and development, and encourage dissemination of research findings to support delivery of care across the national/international profile.

### Quality assurance

- Collaborate with the network lead nurse in promoting a culture of quality and excellence. Develop the role of monitoring and further development of standards of care relevant to CYP with cardiac conditions and influence national developments.
- Ensure the requirements of the statutory and other regulatory bodies are met in the provision and quality assurance of nursing education.
- Participate in the activities of professional bodies and associations to develop and revise educational programmes, nursing practice guidelines and protocols relevant to children's cardiac specialist nursing.
- Lead quality initiatives across the network and implement effective processes of change and innovation.

- Be proactive in the management of clinical risk and promote the study of human factors in risk management

### Professional development

- Continue to develop self and role through clinical supervision, reflection and self-awareness, continuing professional education and post-graduate academic attainment.
- Maintain professional NMC Prep requirements for continued registration. Be able to identify own learning needs and ensure own professional development is maintained by keeping up to date with practice developments.
- Participate in and network with the specialist groups relating to the specialty.
- Actively build professional links and represent the network both nationally and internationally for the benefit of educational development.
- Promote a culture of shared governance across the network.
- At all times work to reflect the principles laid down in the NMC Code, and own personal limitations.
- Work within the *NMC Code of Professional Conduct* (2008) and *Scope of professional practice*.
- Provide advice and support for cardiac clinical educators across the network.
- Provide professional advice, educational support and career development to cardiac nurses across the network as required.

### Person specification – lead clinical educator for the network

Criteria	Essential (lead nurse educator)	Desirable
Education	<ul style="list-style-type: none"> <li>Registered children's nurse.</li> <li>Master's degree/post-graduate study in a health-related discipline.</li> <li>Resuscitation qualifications such as APLS/EPLS.</li> </ul>	<ul style="list-style-type: none"> <li>Instructor status for APLS/EPLS.</li> <li>Simulation training/experience.</li> <li>Further/higher education teaching qualification and NMC recordable teacher qualification.</li> <li>PhD, or working towards. Eligible for membership of the Institute of Learning and Teaching/Higher Education Academy.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Minimum of five years' post-registration experience in children's cardiac care.</li> <li>Teaching children's cardiac care at undergraduate and post-qualification levels across different academic and clinical settings for 5 years.</li> <li>Leadership and management of an academic or clinical team, including workforce planning, interviewing and recruitment/retention work.</li> <li>Reputation for professional excellence with a track record of practice development and scholarship in the field of children's cardiac care.</li> <li>Recognition as an innovator in the field of children's cardiac care.</li> </ul>	<ul style="list-style-type: none"> <li>Project/audit/strategic management experience.</li> <li>Production of research proposals and grant applications.</li> <li>Curriculum development at academic level.</li> <li>Experience in managing or working with educational commissioning and working with different educational partners.</li> <li>Experience of working in formal clinical networks within the NHS.</li> <li>Representation on relevant regional, national or international committees, boards or networks.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>Significant record of publication or other forms of dissemination of educational approaches in children's cardiac care.</li> <li>Presentations at national and international meetings, conferences and symposia.</li> </ul>	<ul style="list-style-type: none"> <li>International reputation in a relevant field.</li> <li>Research governance awareness.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>Evidence of ability to contribute new knowledge to the field of children's cardiac care.</li> <li>Clinical governance and risk management concepts and techniques.</li> <li>Critical appraisal techniques</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of working in formal clinical networks within the NHS.</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>Flexibility.</li> <li>Excellent leadership qualities.</li> <li>Leadership style which promotes collaboration and open two-way communication.</li> <li>Excellent verbal and written communication skills.</li> <li>Excellent 'people skills'/ interpersonal skills; ability to communicate effectively with all levels of health service provider and academician.</li> <li>Ability to work autonomously.</li> </ul>	<ul style="list-style-type: none"> <li>Strategic leadership skills.</li> <li>Ability to develop a high-performing team to deliver individual and team outputs and targets.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>Desire to strive for high standards in clinical practice.</li> <li>Awareness of changing policies in children's cardiac care.</li> <li>Project management skills: able to set priorities and meet deadlines in collaboration with a range of professionals.</li> <li>Good information technology skills in:               <ul style="list-style-type: none"> <li>word processing</li> <li>spreadsheet</li> <li>database</li> <li>internet/academic resources</li> <li>e-learning/web-based materials/electronic communications.</li> </ul> </li> <li>Organisational skills, such as time management and ability to meet deadlines.</li> <li>High level of oral, written and IT communication, and presentational skills to a range of audiences.</li> <li>Proven ability to apply research to practice.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to teach to a range of CPD, undergraduate and postgraduate students.</li> <li>High levels of competence in applied research skills.</li> </ul>
Other requirements	<ul style="list-style-type: none"> <li>Evidence of self-directed career-long learning.</li> <li>Willingness to undertake further education and training to meet requirements of post.</li> <li>Commitment to promoting the values that underpin the specialty and applied research activities.</li> <li>Commitment to develop nursing and to build and preserve a high-profile reputation, nationally or internationally for the network.</li> </ul>	<ul style="list-style-type: none"> <li>Honorary contract with higher education institution.</li> </ul>

# Appendix 7

## Example job description: fetal cardiology nurse specialist

### Role description: fetal cardiology nurse specialist:

**Pay band:** Minimum AfC band 7\*

**Responsible to:** Network lead nurse (8c)

**Responsible for:** Providing expert ongoing support of the mother and families around prenatal fetal diagnosis of congenital heart disease, up to birth and where relevant into the first month of life, or to support end of life care. Education of nursing staff across the children's congenital heart network.

**Essential qualifications:** Registered children's nurse

**Minimum experience:** 5 years' experience as a CYP cardiac clinical educator

*Note:* Where 'network' is mentioned, this refers to the children's congenital heart network.

### Key responsibilities

- To provide appropriate counselling and support for families following a prenatal diagnosis of congenital heart disease (CHD).
- To provide individual and family support after diagnosis for the rest of the pregnancy and following delivery.
- To manage own caseload of patients.
- To communicate results to the referring obstetric team and local primary care team.
- To plan management of ongoing pregnancy in collaboration with the pregnant woman's obstetrician and all personnel likely to be involved in perinatal management, in order to try to improve outcome.
- To communicate with psychology and social care teams as necessary.
- To see patients in tertiary and secondary/peripheral hospital settings.

### Management and leadership

- Provide formal and informal education in skills required by staff to facilitate holistic family care.
- Provide staff support, as required, individually or in a group, and informal or formal.
- Communicate with other trust departments, including

chaplains, medical staff, end of life care teams, symptom care team staff, obstetricians external to the trust and other agencies, such as GP surgeries and obstetric services.

- Use the trust's psychosocial support structure to ensure accurate information is cascaded and relevant support is provided for the family.
- Be involved in developments in the field of fetal cardiology as part of the multidisciplinary team.
- Provide counselling with the support of the psychology team.
- Ensure staff are familiar with relevant policy and guidance material, and review, develop and update literature as necessary.
- Maintain involvement with relevant professional bodies and support organisations, such as CCNA, ARC, SANDS, Little Hearts Matter and Children's Heart Federation.
- Actively promote the service through conference presentation, publication and external teaching.
- Provide relevant information packages for families.
- Maintain a database to enable regular audit of activity and obtain outcome data to monitor sensitivity, specificity false negative and false positive diagnosis.
- Develop referral pathways from the referring hospital to the fetal department. Organise regular communication and meetings within the fetal service where the multi-professional team can discuss individual cases, service provision and service vision.

### Clinical practice

- Provide information, clinical advice and support to families within a defined caseload and act as a resource to other professionals involved in a family's care.
- Work clinically 20 per cent of the time in order to maintain own clinical skills to be able to advise parents and families appropriately.
- Contribute to departmental teaching programmes, orientation and study days.
- Lead in the development of policies and guidelines for the support of parents with an antenatal diagnosis of congenital heart disease, and represent their needs on appropriate committees.
- Keep accurate documentation and communication records.

\* Indicative AfC banding level subject to AfC job evaluation.

- Ensure that families receive adequate preparation for their surgery and are offered a visit to the cardiac department.
- Ensure that babies who are discharged into the community immediately after birth and prior to surgery are highlighted to the children's cardiac nurse specialist team and relevant follow-up is booked.

### Clinical nurse specialist – role-specific components

- Develop and maintain written information for families and external health professionals.
- Offer education and support to all professionals, internal and external to the trust, caring for families with a CHD diagnosis.
- Participate in relevant conferences.
- Develop a range of resources with colleagues to ensure support and education for families.
- Provide and present data to the cardiac unit management and other meetings, as required.

### Professional development

- Maintain confidentiality surrounding the family and baby's admission and treatment at all times.
- Ensure documentation is completed accurately and within agreed timescales using trust-approved documentation, in line with NMC and trust guidelines.

- Have knowledge of and adhere to ward and trust policies and professional standards; ensure that team members do likewise.
- Demonstrate a professional approach to work, and act in accordance with the trust's personal responsibilities framework and the NMC *Code of professional conduct* (2008) at all times.
- Participate in staff appraisal, staff development and in service training activities in line with the Knowledge and Skills Framework.
- Meet Prep requirements; identify own learning needs and ensure own professional development is maintained by keeping up to date with practice developments.
- Undertake further training and academic qualifications as relevant to the role and service requirements.

### Health and safety

In carrying out these duties the employee is required to take responsible care to avoid injury or accident, which may be caused by work. These duties must be performed in accordance with the directorate/trust's health and safety policy, which is designed to secure safety in working practice and in handling materials and equipment.

### Person specification – fetal cardiology nurse specialist

Criteria	Essential	Desirable
Education, qualifications and training	<ul style="list-style-type: none"> <li>● RSCN/Registered children's nurse.</li> <li>● Honours degree in nursing or relevant area.</li> <li>● ENB 998 or teaching qualification.</li> </ul>	<ul style="list-style-type: none"> <li>● Counselling experience.</li> </ul>
Skills and abilities	<ul style="list-style-type: none"> <li>● Clinical supervision skills.</li> <li>● Ability to work independently and as part of a team.</li> <li>● Good written and verbal skills at all levels.</li> <li>● Basic IT skills.</li> <li>● Presentation skills.</li> <li>● Ability to lead a team.</li> <li>● Ability to support change.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience with databases.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>● 2 years as band 7 children's nurse.</li> <li>● Supervision.</li> <li>● Critically/terminally ill children and their families.</li> <li>● Bereavement counselling.</li> <li>● Debriefing.</li> <li>● Leading audit.</li> </ul>	<ul style="list-style-type: none"> <li>● Running a support group.</li> <li>● Presenting papers at national and international conferences.</li> <li>● Writing for publication.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>● Research and audit methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>● Multi-agency involvement, responsibilities and processes in bereavement.</li> </ul>
Other requirements	<ul style="list-style-type: none"> <li>● Ability to work flexibly, depending on the demands of the service.</li> </ul>	

# Appendix 8

## Example job description: nurse consultant

### Role description: nurse consultant (level 8)

**Pay band:** Minimum AfC band 8c\*

**Responsible to:** Director of nursing

**Professionally accountable to:** Director of nursing

**Essential qualifications:** Registered children's nurse, accredited teaching qualifications, MSc advanced nursing practice (clinical)

**Minimum experience:** 5 years' experience of caring for children in a relevant specialty

### Role purpose

The nurse consultant role will maximise clinical capacity and co-ordinate service delivery while exploring strategic demands. The post offers leadership and incorporates both research and education into clinical practice. The post covers the four domains integral to the non-medical consultant role (see below). The clinical component of care will represent 50 per cent of the job plan.

The nurse consultant will work in conjunction with medical colleagues to develop and deliver a comprehensive service, focusing on identifying areas of service that need to meet national targets. Clinically, the nurse consultant will provide highly specialised professional advice, consultancy and clinical expertise in practice. Leadership skills will promote both internal and external networking opportunities, facilitation and management of change through collaboration.

The nurse consultant role is designed to:

- facilitate collaborative working with multidisciplinary teams, CYP and their families to plan and deliver services to better meet patient need and achieve better health outcomes
- facilitate comprehensive and evidence-based assessment and re-evaluation of service provision to meet the CYP's and families need
- facilitate partnership and promotion of health with service users including the implementation and evaluation of outcomes for evidence-based therapeutic interventions
- examine activity and develop strategies to make the best use of any available resources in the interests of

service users. Gain technical skills where necessary to deliver safe, effective, efficient interventions in line with already established protocols. The nurse consultant must be an independent prescriber

- the nurse consultant will build on links with local HEIs in order to integrate research and to establish educational programmes to ensure continuous development of professional caring for children with congenital and acquired cardiac conditions.

### Core functions

It is recognised that the nurse consultant role, based within the four domains (expert practice; professional leadership and consultancy; education, training and development; practice and service development, research and evaluation), will help to establish standards of care and shape future strategy in relation to paediatric cardiac services, while striving to advance and improve quality patient care by providing needs-led, effective, efficient and evidence-based services.

### Expert practice

- Demonstrate advanced knowledge and expertise in the provision of children and young people's cardiac care.
- Utilise expert-level knowledge to make decisions regarding the appropriate treatment and disposition of patients with emergent and non-emergent clinical conditions.
- Utilise solitary reflective practice, 'critical colleague', inter-disciplinary peer review processes and patient satisfaction reviews to critically appraise own practice and support colleagues in doing the same.
- Provide expert clinical advice and support both internal and external to the trust, to clinical staff at all levels, and across all disciplines.
- Be an active member of the relevant clinical governance and risk management frameworks within the trust, representing paediatric cardiac services.
- Deliver clinical sessions within the job plan to 50 per cent.

### Professional leadership and consultancy

- Offer expert clinical advice and mentorship for nursing and medical staff at all times and in particular during their participation in higher education.

\* Indicative AfC banding level subject to AfC job evaluation.



- On behalf of the trust, provide expert membership of national and professional bodies, such as CCNA, PICS, and PCICS.
- In collaboration with a range of health service professionals, agree the type and location of relevant programmes to ensure local health needs are best met and to maximise integration with existing services.
- Encourage the development of an advanced practice skillset amongst student ANPs and other nursing staff, establishing clear goals and objectives and a culture of continuous improvement and mutual support.

#### **Practice and service development, research and evaluation**

- Contribute to the development of cost-effective, efficient, quality and, where possible, evidence-based services, such as patient group directives for drugs administered by nurses.
- Lead the development of cross-professional care pathways in conjunction with multidisciplinary working groups.
- Lead the development, implementation and evaluation of QIPP initiatives within cardiac services for children.
- Evaluate various models for all aspects of service provision, in particular how each contributes to the health improvement programme and ensures equity of access at a local level.
- Link into national programmes of education, taking a key role in developing and delivering training and education to the NHS workforce via HEIs, specifically in relation to the specialist training of medical students, post-registration students and allied health practitioners as well as cardiac specialist nurses. Have an honorary contract with HEIs and deliver regular educational sessions.
- Participate in the development of a programme of research related to children's cardiac care and engage in research activities appropriate to the post and appropriate to the trust's research agenda. Contribute to the development of strategies to support education for cardiac specialist nurses working with children and young people.
- Lead the development of research and audit associated within children's cardiac specialist practice.
- Collaborate in the development of the trust's research agenda, supporting, mentoring, and facilitating trust and external staff in undertaking research relevant to the sphere of children's cardiac care.
- Disseminate research and audit findings both internally and externally through publication of papers in peer-reviewed and professional journals and via

presentations at conferences and seminars. Ensuring the findings of research and audit are put into practice.

- Support and encourage staff in the production and publication of papers and in preparing presentations for conferences.
- Actively seek to provide input to local, national and international bodies developing clinical guidelines for practice, and represent the trust on appropriate external committees when nominated to do so
- Conduct primary research and education projects, to be based on existing knowledge, relevant to practice and evidence-based.

#### **Education, training, and development**

- Design and establish an educational programme and support network for nurses involved in the care of children and young people with congenital and acquired cardiac conditions, within all areas of care delivery.
- Support staff in HEIs in the development and delivery of specialist programmes of higher education within the discipline of cardiac care.
- Collaborate in facilitating the validation of higher specialist practice education and training programmes by the NMC and/or RCN to support professional registration to practice.
- Identify the need for and undertake relevant CPD to ensure maintenance and development of own professional role.
- Through formal education and informal mentorship programmes, develop critical analysis and synthesis skills in advanced practitioners to improve patient care.
- Develop a journal club to encourage the discussion and distribution of research and audit findings throughout the trust.
- Provide expert advice to the professional bodies on the development of higher education programmes for higher specialist practice.
- Contribute to the development and delivery of specialist modules supporting MSc level education for a range of health professionals within the network.



## Person specification – nurse consultant

Criteria	Essential	Desirable
Education	<ul style="list-style-type: none"> <li>Registered nurse (child)</li> <li>Master's degree in advanced practice</li> <li>Mentoring/teaching qualification</li> <li>Honorary contract with HEI</li> </ul>	<ul style="list-style-type: none"> <li>PhD</li> <li>APLS/PALS instructor status.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Minimum of five years' post-registration experience in children's cardiac care at an advanced practice level.</li> <li>Teaching children's cardiac care at undergraduate and post-graduate levels in academic and clinical settings.</li> <li>Networking at all levels.</li> <li>Clinical guidelines/protocol development.</li> <li>Recognition as an innovator in the field of children's cardiac care.</li> <li>Resource management.</li> <li>Expert clinical practice.</li> <li>Ability to work autonomously and manage a defined caseload.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum development at academic level.</li> <li>Representation on relevant regional, national or international committees, boards or networks.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>Evidence of health services audit and research activity within specialty.</li> <li>Evidence of dissemination of evidence-based research and applying research to clinical practice.</li> <li>Presentation at national and international meetings, conferences and symposia.</li> <li>Good research practice/research governance (current GCP consent)</li> <li>Development of integrated care pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Record of publication.</li> <li>Production of research proposals and grant applications.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>Reputation for professional excellence, with a track record of practice development and scholarship in the field of children's cardiac care.</li> <li>Recognition of an innovator in the field of children's cardiac care.</li> <li>Evidence of the contribution of new knowledge to the field of children's cardiac care.</li> <li>Clinical governance and risk management concepts and techniques.</li> <li>Critical appraisal and analytical skills.</li> <li>Sound knowledge of safeguarding legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of leading initiatives within multi-professional teams.</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>Flexibility.</li> <li>Demonstrates clinical leadership promoting collaborative working.</li> <li>Excellent verbal and written communication skills.</li> <li>Effective and strategic influencing.</li> <li>Ability to work autonomously.</li> <li>Demonstrates high level expert communication with children and families via a variety of channels.</li> <li>Manages emotive situations of shock, anger and grief with advanced communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced communication skills training.</li> <li>Conflict resolution skills.</li> <li>Clinical supervision and facilitation skills.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>Non-medical prescribing.</li> <li>Monitors quality and promotes high standards of care (quality improvement/practice development skills)</li> <li>Has awareness of changing policies in children's cardiac care.</li> <li>Project management: able to set priorities and meet deadlines in collaboration with a range of professionals.</li> <li>Political astuteness.</li> <li>High level of oral, written and IT communication and presentational skills to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to teach to a range of CPD, undergraduate and postgraduate students.</li> <li>High levels of competence in applied research skills.</li> </ul>
Other requirements	<ul style="list-style-type: none"> <li>Organisational skills</li> <li>Willingness to undertake further education and training to meet requirements of post.</li> </ul>	

# Appendix 9

## Example job description: advanced nurse practitioner

### Role description: children's cardiac advanced nurse practitioner (level 7)

**Pay band:** Minimum AfC band 8a\*

**Responsible to:** Directorate /head of nursing

**Professionally accountable to:** Director of /chief of nursing

**Essential qualifications:** Registered children's nurse, accredited teaching qualification, MSc in advanced practice (clinical nursing)

**Minimum experience:** 5 years' experience of caring for children in relevant specialty

### Role purpose

To provide nursing at a children's cardiac advanced nurse practitioner level to CYP with congenital heart disease through and at all stages of an illness trajectory. This will be delivered with the autonomy of decision making and therapeutic action. This level of practice encompasses a documented responsibility for education, training, clinical expertise and clinical leadership. The post holder is responsible for the promotion of high quality evidenced-based practice within their caseload and the achievement of development, research and audit goals throughout the specialty.

The role is part of multi-professional cardiac team with an aim to meet the care pathway of the CYP with congenital heart disease and their family to the highest level of safety, quality and effectiveness of service.

### Summary of duties and responsibilities

The academic level and education to MSc level allows the CYP cardiac nurse practitioner to practise at an autonomous level as part of the multi-professional team.

- To deliver an advanced level of care to children through the integration of therapeutic and nursing care. The care is delivered in an autonomous context founded upon an expert knowledge base within the specialty.
- To advance an integrated role that improves safety, continuity and quality of care for patients, both in respect to treatment and the patient journey across the primary/ secondary/tertiary care interfaces and other

relevant agencies.

- To participate in risk management assessments and the development of evidence-based strategies to improve the quality of care both for the individual patient and the target population, contributing to improved patient outcomes and patient experience.
- To promote the advancement of nursing practice in paediatrics and the role of the advanced nurse practitioner, act as a credible role model to colleagues.
- To participate in and advance the audit and research process in the service including the identification of research questions, data collection and analysis as well as the implementation and dissemination of findings across professional groups and at a national and international level.
- Use the principles of education and learning to empower children and families, in addition to the learning of health promotion.
- To participate in strategic planning of future quality service development, including policy planning, both locally and nationally.

### Management and leadership

- Makes autonomous clinical decisions and differential diagnoses using educational background, evidence-based practice and clinical experience as part of the multi-professional inpatient and network team.
- Using case management of CYP within the specialty ensures that this care fully reflects the latest evidence-based or research developments and interdisciplinary working.
- Provides a consultancy for all nursing staff across the organisation, demonstrating an advanced generalist as well as advanced specialist knowledge of practice, clinical skill and problem-solving ability.
- Acts as a change agent in practice, policy development and education, locally and nationally.
- Advises on best practice within the specialty on a local and national basis.
- Acts as a representative and negotiator for the nursing specialty and influences local and national policy development.
- Actively works to address government-endorsed targets for paediatrics and the specialty.

\* Indicative AfC banding level subject to AfC job evaluation.

- Leads and implements nurse-led initiatives to advance safe, high quality and effective care of patient and family.
- Develops and drives integrated care pathways for improved patient case management.
- Has the ability to work across professional and demographic boundaries, keeping the child at the centre of care.

## Clinical responsibilities

### Leadership

- Acts as an expert practitioner demonstrating advanced clinical skills and knowledge, addressing the needs of a defined patient population.
- Leads and influences the organisations policies on the development and change of the advanced nurse practitioner role.
- Participates and leads on the vision for the development of paediatric care locally, regionally and nationally.
- Provides consultancy and supervision for all nursing staff across the organisation.
- Act as a resource and support for all health care professionals interfacing with children within the cardiac specialty, in all health care settings; primary, secondary and tertiary.
- Promotes and actions a positive culture of questioning practice and care delivery to improve the quality of care delivered, influencing care policy locally and nationally.
- Acts as an advocate for the rights and desires of the child and family within the health care domain, promoting choice and ethical decision making in partnership.

### Skills

- Makes autonomous clinical decisions around the patient caseload.
- Provides clinical support to all levels of the multi-professional team.
- Provides a holistic journey for the child and family using advanced nurse practitioner skills (RCN, 2008).
- Has the ability to assess clinical state of child using advanced practice skills, working with the consultant team and referring on to other appropriate specialties as needed.
- Acts as an expert practitioner demonstrating advanced clinical skills in health assessment, clerking, admission and discharge, as well as differential diagnosis and complex care planning, utilising expert advanced knowledge to underpin decision making and problem solving.
- Manages effective therapeutic care; facilitates the

evaluation of progress and comprehensive discharge planning throughout the illness trajectory.

- Undertakes both a supplemental and independent prescribing role for all children within the specialty, meeting the current standards for non-medical prescribing as outlined by the NMC.
- Maintains a thorough knowledge and a full understanding of the treatment and the follow-up care of children within specialty; manages babies and children who need a higher level of care back into the local networks; contributes to and appraises the evidence base for this work, locally and nationally.
- Demonstrates an ability to develop advanced psychomotor skills with appropriate training and knowledge.

### Advanced communication skills

- Provides strategic leadership for all nurses within a defined specialist group as a role model, educational and academic resource, mentor and clinical practice developer.
- Demonstrates high level expert communication with CYP, their families and other health professionals on an inpatient, outpatient and network level. This may be where there are challenging circumstances, anxiety or limited understanding of a clinical situation or agreed plan of care.
- Uses a wide range of communication channels with relevant safety and understanding of the challenges, such as face to face, phone, video linking and text messaging, especially where there are challenges of culture or language.

### Research

- Continues to update and reassess policies and procedures related to patient care, utilising an evidence-based practice approach, disseminating information organisation-wide.
- Initiates and develops research strategies within the specialty that benefit patient care and add to the evidence base, optimising and supporting patient care and outcomes.
- Participates in research projects established within the organisation and liaises with research nurses.
- Continually updates own knowledge around research activities in paediatrics, within the organisation, regionally, nationally and internationally.
- Maintains a professional resource role within ongoing clinical trials.
- Develops integrated care pathways on an ongoing basis.
- Leads and maintains clinical databases for the effective audit of practice and its outcomes.

- Participates in and advances the audit and research process with area of practice, including the identification of research questions, data collection and analysis as well as the implementation and dissemination of findings.
- Advances the audit and research process throughout the patient journey, including the identification of research questions, data collection and analysis, as well as the implementation and dissemination of findings
- Uses audit tools to critically appraise daily practice and best use of current practices.
- Critically evaluates research findings and their application to practice, patient groups and effects on outcomes.

### Training and education

- Participates in the identification of training needs and works with the education and training teams to develop programmes for both nursing and medical staff, within the specialty and throughout the organisation.
- Actively promotes the network's staff developments utilising such formats as presentations and posters; works with network clinical teams to provide education and support.
- Continues to develop in collaboration with other colleagues, comprehensive evidence-based education and training packages for the support of families caring for their children at home.
- Participates in nursing staff development through leadership, academic and clinical support, and clinical supervision.
- Actively participates in hospital/network-wide educational programmes.
- Disseminates expertise and knowledge through presentation and lectureship, outside of the network.
- Evaluates educational outcomes set in training programmes and development plans on an ongoing basis.
- Acts as a mentor/supervisor and role model for colleagues undertaking further training at an advanced level.
- Constantly endeavours to identify and utilise opportunities to educate patients and their carers on aspects of health promotion across the spectrum of paediatric health issues.

### Communication

- Ensures all relevant information is effectively compiled and adequately recorded.
- Develops reviews and promotes information materials for patients and families in relation to diagnosis, treatment and long-term problems.

- Promotes and maintains effective channels of communication in a sensitive and professional manner within the hospital and shared care agencies for continuity of care, including for parents, patients and professionals.
- Provides and receives highly complex information from and to children, their families and health care professionals, and sensitively discusses emotive issues, in a competent and transparent manner.
- Effectively manages highly emotive situations of shock, anger and grief with advanced communication, negotiation and assessment skills, in an autonomous yet collaborative manner.
- Demonstrates consistent, advanced communication skills across all levels of care and across the diversity of needs of children and families.
- Has the confidence to work across multi-professional groups/boundaries and a variety care areas.

### Quality

- Monitors and further develops standards of care related to caring for children within own specialty, utilising patient and professionals views.
- Continues to participate in risk management assessment and patient/parent satisfaction.
- Audits current care perspectives and makes recommendations for changes in practice.
- Enables families to exercise their rights and promote their equality and cultural diversity.
- Ensures the accurate reporting of risk and use of a quality improvement cycle to address any issues.

### Professional development

- Takes opportunities to further advance own education, knowledge base, clinical and theoretical knowledge to ensure a continuum of self-development and those of the team members.
- Continues to develop self and role through clinical supervision, reflection and self-awareness, and continuing professional education and effective stress management.
- Endeavours to publish all aspects of service development to ensure this reaches a wider audience, and contributes to the wider knowledge base.
- Actively contributes to the national agenda to develop congenital cardiac nursing and advanced practice.
- Continues to network and forge professional links in both the UK and abroad.
- Attends and completes mandatory in-service training days as prescribed by the trust.

### Person specification – advanced nurse practitioner

Criteria	Essential	Desirable
Education	<ul style="list-style-type: none"> <li>• RN (child).</li> <li>• Master's degree in advanced practice.</li> <li>• Mentoring/ teaching qualification.</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>• Minimum of five years' post-registration experience in children's cardiac care.</li> <li>• Networking at all levels.</li> <li>• Clinical guidelines/protocol development.</li> <li>• Recognition as an innovator in the field of children's cardiac care.</li> <li>• Resource management.</li> <li>• Clinical expert.</li> <li>• Ability to work autonomously and utilise case management.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development at academic level.</li> <li>• Representation on relevant regional, national or international committees, boards or networks.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>• Evidence of audit and research activity within specialty.</li> <li>• Evidence of dissemination of evidence-based research and applying research to clinical practice.</li> <li>• Presentations at national and international meetings, conferences and symposia.</li> <li>• Development of integrated care pathways.</li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>• Contributes new knowledge to the field of children's cardiac care.</li> <li>• Clinical governance and risk management concepts and techniques.</li> <li>• Critical appraisal and analytical skills.</li> <li>• Sound knowledge of safeguarding legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading initiatives within multi-professional teams.</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>• Flexibility.</li> <li>• Demonstrates clinical leadership, promoting collaborative working.</li> <li>• Excellent verbal and written communication skills.</li> <li>• Effective and strategic influencing.</li> <li>• Ability to work autonomously.</li> <li>• Demonstrates high level expert communication with children and families via a variety of channels.</li> <li>• Manages emotive situations of shock, anger and grief with advanced communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced communication skills training.</li> <li>• Conflict resolution skills.</li> <li>• Clinical supervision and facilitation skills.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>• Monitors quality and promotes high standards of care (quality improvement/practice development skills).</li> <li>• Awareness of changing policies in children's cardiac care.</li> <li>• Contributes to project management: able to set priorities and meet deadlines in collaboration with a range of professionals.</li> <li>• Political astuteness.</li> <li>• High level of oral, written and IT communication and presentational skills to a range of audiences.</li> <li>• Proven ability to apply research to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to teach to a range of CPD, undergraduate and postgraduate students.</li> <li>• High levels of competence in applied research skills.</li> </ul>
Other requirements	<ul style="list-style-type: none"> <li>• Organisational skills.</li> </ul>	

# Appendix 10

## Example job description: Reader in children's and young people's cardiac nursing

### Role description: Reader in children's and young people's cardiac nursing

**Pay band:** Academic grade 9

**Responsible to:** Dean of faculty

**Minimum experience:** PhD in a relevant discipline

### Role purpose

- To provide direction, leadership and management of applied research in nursing.

### Summary of duties and responsibilities

#### Generic:

- Provide leadership and vision on applied research in collaboration with other senior staff within the faculty to ensure the continuing academic health of the discipline.
- Lead and develop a team of academic staff, research fellows, assistants and students focused on delivering national, and possibly international, applied research outputs.
- Lead and undertake applied research activity at national, and possibly international, level commensurate with the seniority of the post and the norms of the discipline.
- Obtain, plan and manage the resources needed to deliver applied research projects: submission of bids, overseeing of progress in all aspects of project work, report information in line with university procedures and the needs of external funders.
- Develop individual academic staff, research fellows, assistants and students to achieve national, and possibly international, quality applied research outputs that make a contribution to overall team success.
- Lead and direct the development and delivery of applied research activities to ensure that personal and team income and other targets and contractual duties are met.
- Undertake, as appropriate to the demands of the post, research, teaching, scholarly activity, supervision of research students and administration.

- Promote and encourage open communication at all levels and co-ordinate activities across the full range of applied research work.
- Foster and develop fruitful relationships and partnerships inside and outside the university with relevant public, private and voluntary sector funding bodies and research, practice, academic and corporate organisations, as appropriate.
- Develop and preserve a prominent academic, professional and public profile and ensure that their team, faculty and university enjoy a good reputation.
- Undertake suitable administrative duties and engage in or chair committee and working groups and other activities as required by the faculty and university.
- Provide leadership in delivering the university's wider applied research and teaching objectives and develop collaborative and encouraging relationships with all relevant staff across the university.
- Represent the university, as appropriate, on external committees, boards and at other relevant meetings.
- Carry out such other duties as are within the scope and spirit of the job purpose, the title of the post and its grading.

#### Post and role specific:

- Build up and lead a team of applied researchers in the field of congenital cardiac nursing and related areas.
- Seek and obtain funding to support the development of applied research activities in nursing.
- Contribute to the design, teaching and operation of postgraduate and undergraduate courses and modules, as appropriate.
- Conduct and publish personal research and supervise research students in a field of nursing.

#### Supervision received:

- Pro-vice chancellor (research)
- Dean of faculty
- Associate dean of faculty

It is expected that the post holder will use his or her own initiative within corporate and specific frameworks and will be accountable for his or her actions.



**Supervision given:**

- University: As required and agreed
- Faculty: As required and agreed
- Team: Assigned full-time, part-time, emeritus and honorary academic staff
- Assigned research fellows and assistants
- Assigned research students and other students
- Assigned administrative and technical staff

**Contacts:**

- University: Staff at all levels within faculties and services across the university
- Faculty: Staff at all levels within the faculty including staff in the faculty's departments, applied research groups and applied research centres within the faculty
- Funders: Staff of partner organisations and funding bodies including research councils, European Commission and local, regional or national UK government bodies
- Collaborators: External organisations and partners locally, nationally and internationally
- Other: External organisations as necessary

### Person specification – reader in CYP cardiac nursing

Criteria	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>• PhD in a relevant discipline</li> </ul>	
Experience (paid and unpaid)	<ul style="list-style-type: none"> <li>• Track record of delivering national level applied research outputs.</li> <li>• Track record of securing income or external funding.</li> <li>• Management of individual research and/or academic staff.</li> <li>• Supervision of research fellows, assistants and other postgraduate students</li> <li>• Project management.</li> <li>• Partnership working.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic leadership of a subject-specific or interdisciplinary research team or similarly oriented body.</li> <li>• Leadership and management of an academic and/or research team.</li> <li>• Track record of delivering international level applied research outputs.</li> <li>• Budgetary management.</li> <li>• Responsibility for managing staff recruitment, performance and retention</li> <li>• Representation on relevant regional, national or international committees, boards or networks.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>• Significant record of research and publication or other forms of dissemination (such as policy or service delivery advice) in a relevant field</li> </ul>	<ul style="list-style-type: none"> <li>• International reputation in a relevant field.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>• High levels of competence in applied research skills</li> <li>• Awareness of changing policies in a relevant field</li> <li>• Organisational skills, such as time management and ability to meet deadlines.</li> <li>• High-level of oral, written and IT communication and presentational skills to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to teach to a range of CPD, undergraduate and postgraduate students.</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>• Flexibility.</li> <li>• Excellent ‘people skills’.</li> <li>• Leadership style which promotes collaboration and open two-way communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic leadership skills.</li> <li>• Ability to develop a high-performing team to deliver individual and team outputs and targets.</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Commitment to promoting the values that underpin the discipline and applied research activities.</li> <li>• A commitment to develop the discipline to build and preserve a high-profile national or international reputation for the university.</li> </ul>	

# Appendix 11

## Example job description: professor in children's cardiac nursing

### Role description: professor in congenital cardiac nursing

**Pay band:** Academic Grade 10 (level 9)

**Responsible to:** Dean of faculty

**Minimum experience:** PhD in a relevant discipline

### Role purpose

- To provide strategic direction, leadership and management of applied research in congenital cardiac nursing.

### Summary of duties and responsibilities

#### Generic:

- Provide strategic leadership and vision on applied research in collaboration with other senior staff within the faculty to ensure the continuing academic health of the discipline.
- Lead and develop a team of academic staff, research fellows, assistants and students focused on delivering national and international applied research outputs.
- Lead and undertake applied research activity at national and international level commensurate with the seniority of the post and the norms of the discipline.
- Obtain, plan and manage the resources needed to deliver applied research projects, oversee progress in all aspects of work, and prepare and present management information in line with university procedures and the needs of external funders.
- Develop individual academic staff, research fellows, assistants and students to achieve national or international quality applied research outputs that make a contribution to overall team success.
- Lead and direct the development and delivery of applied research activities to ensure that personal and team income and other targets and contractual duties are met, including personal income per year equivalent to 40 per cent of their own salary.
- Undertake, as appropriate to the demands of the post, research, teaching, scholarly activity, supervision of research students and administration.
- Promote and encourage open communication at all

levels and co-ordinates activities across the full range of applied research work.

- Foster and develop fruitful relationships and partnerships inside and outside the university with relevant public, private and voluntary sector funding bodies and research, practice, academic, and corporate organisations as appropriate.
- Develop and preserve a prominent academic, professional and public profile and ensure that their team, faculty and university enjoy a good reputation.
- Undertake suitable administrative duties and engage in or chair committee and working groups and other activities, as required by the faculty and university.
- Provide leadership in delivering the university's wider applied research and teaching objectives and develop collaborative and encouraging relationships with all relevant staff across the university.
- Represent the university, as appropriate, on external committees, boards and at other relevant meetings.
- Such other duties as are within the scope and spirit of the job purpose, the title of the post and its grading.

#### Post and role specific:

- Build up and lead a team of applied researchers in a field of nursing and related areas.
- Seek and obtain funding to support the development of applied research activities in nursing.
- Contribute to the design, teaching and operation of postgraduate and undergraduate courses and modules, as appropriate.
- Conduct and publish personal research and supervise research students in the field of nursing.
- Such other duties as are within the scope and spirit of the job purpose, the title of the post and its grading.

#### Supervision received

University: Pro-vice-chancellor (research)

Faculty: Dean of faculty

Associate dean of faculty

It is expected the post holder will work largely on his or her own initiative within corporate and specific frameworks and will be accountable for his or her actions.

**Supervision given**

University: As required and agreed

Faculty: As required and agreed

Team: Assigned full-time, part-time, emeritus and honorary academic staff  
Assigned research fellows and assistants  
Assigned research students and other students  
Assigned administrative and technical staff

**Contacts**

University: Staff at all levels within faculties and services across the university

Faculty: Staff at all levels within the faculty including staff in the faculty's departments, applied research groups and applied research centres within the faculty

Funders: Staff of partner organisations and funding bodies including research councils, European Commission and local, regional or national UK government bodies

Collaborators: External organisations and partners locally, nationally and internationally

Other: External organisations as necessary

**Person specification – professor**

Criteria	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>PhD in a relevant discipline</li> </ul>	
Experience (paid and unpaid)	<ul style="list-style-type: none"> <li>Track record of delivering national and international level applied research outputs.</li> <li>Strategic leadership of a subject-specific or interdisciplinary research team or similarly oriented body.</li> <li>Track record of securing income or external funding.</li> <li>Leadership and management of a high performance team.</li> <li>Supervision of research fellows, assistants and other postgraduate students (for those from an academic background).</li> <li>Project planning and budgetary management.</li> <li>Partnership working at a senior level.</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility for managing staff recruitment, performance and retention.</li> <li>Representation on relevant regional, national or international committees, boards or networks.</li> <li>Track record of delivering international level applied research outputs.</li> <li>Budgetary management.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>Substantial record of research and publication or other forms of dissemination (such as policy or service delivery advice) in a relevant field.</li> </ul>	<ul style="list-style-type: none"> <li>International reputation in a relevant field.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>Excellent applied research skills.</li> <li>Sophisticated awareness of changing policies in a relevant field.</li> <li>Organisational skills, such as time management and ability to meet deadlines.</li> <li>High-level of oral, written and IT communication and presentational skills to a range of audiences.</li> <li>Ability to teach to a range of CPD, undergraduate and postgraduate students.</li> </ul>	
Interpersonal skills	<ul style="list-style-type: none"> <li>Strategic leadership skills</li> <li>Excellent 'people skills'</li> <li>Ability to develop a high-performing team to deliver individual and team outputs and targets.</li> <li>Leadership style which promotes collaboration and open two way communication.</li> </ul>	
Other	<ul style="list-style-type: none"> <li>Commitment to promoting the values that underpin the discipline and applied research activities.</li> <li>Commitment to develop the discipline to build and preserve a high-profile national or international reputation for the university.</li> </ul>	

# Glossary of acronyms

ACE	Angiotensin converting enzyme
ALSG	Advanced life support group
APLS	Advanced paediatric life support
APTT	Activated partial thromboplastin time
ASD	Atrial septal defect
BiPAP	Bilevel positive airway pressure
CPAP	continuous positive airway pressure
CVS	cardiovascular system
CVP	central venous pressure
CYP	children and young people
ECG	electrocardiogram
ECMO	Extra corporeal membrane oxygenation
EP	electrophysiology
EPLS	European paediatric life support
HDU	high dependency unit
HLHS	hypoplastic left heart syndrome
ICD	implantable cardioversion devices
INR	International normalised ratio
OSCE	objective structured clinical examinations
PALS	paediatric advanced life support
PDA	Patent ductus arteriosus
PEW	paediatric early warning
PGD	patient group directives
PHT	pulmonary hypertension
SAo <sub>2</sub>	Saturation of oxygen
SBAR	Situation, background, assessment, recommendation
VSD	Ventricular septal defect

# References

- ACHD Advisory Group (2012) *Improving everyday life for adults with congenital heart disease: A review into NHS services*, London: NHS Specialised Services.
- Benner, P (1984) *From novice to expert: Excellence and power in clinical nursing practice*, Menlo Park, CA: Addison-Wesley.
- Cook K (2010) Safe and sustainable paediatric cardiac surgical services, *British Journal of Cardiac Nursing*, 5 (7), 350-352.
- Department of Health (2003) *Report of the Paediatric and Congenital Cardiac Services Review*, London: DH.
- Department of Health (2004) *NHS knowledge and skills framework (NHS KSF) and the development review process*, London: DH.
- Department of Health (2006a) *Modernising nursing careers – setting the direction*, London: DH.
- Department of Health (2006b) *Transition: Getting it right for young people, improving the transition of young people with long-term conditions from children's to adult health services*. London: DH.
- Department of Health (2007) *The NHS KSF dimensions, levels and indicators (appendix 2)*, London: DH.
- Department of Health (2008) *Transition: Moving on well*. London: DH.
- Department of Health (2011) *You're welcome – Quality criteria for young people friendly health services*, London: DH.
- Gaskin K (2011) *Career pathway – congenital cardiac nursing*, Coventry: Coventry University.
- Nursing and Midwifery Council (2008) *The code: standards of conduct, performance and ethics for nurses and midwives*, London: NMC.
- Royal College of Nursing (2009) *Integrated core career and competency framework for registered nurses*, London: RCN.
- Royal College of Nursing (2011) *Children's and young people's cardiac nursing: RCN guidance on roles, career pathways and competence development*, London: RCN.
- Royal College of Nursing (2012a) *Becoming and being a nurse consultant*, London: RCN.
- Royal College of Nursing (2012b) *Advanced nurse practitioners: an RCN guide to advanced nursing practice, advanced nurse practitioners and programme accreditation*, London: RCN.
- Royal College of Nursing (2013) *Defining staffing levels in children and young people's services*, London: RCN.
- Scottish Government (2008) *Supporting the development of advanced nursing practice: a toolkit approach: CNO Directorate (June 2008)*, Edinburgh: TSG.
- Skills for Health (2006) *Career framework for health methodology testing report*, London: Skills for Health.
- Woodward VA, Webb C, and Prouse H (2005) Nurse Consultant Organisational Influences on Role Achievement, *Journal of Clinical Nursing*, 15, pp. 272-280.





Royal College  
of Nursing

The RCN represents nurses and nursing,  
promotes excellence in practice and shapes  
health policies

**September 2014**

RCN Online  
[www.rcn.org.uk](http://www.rcn.org.uk)

RCN Direct  
[www.rcn.org.uk/direct](http://www.rcn.org.uk/direct)  
0845 772 6100

Published by the Royal College of Nursing  
20 Cavendish Square  
London  
W1G 0RN

020 7409 3333



[www.twitter.com/thercn](http://www.twitter.com/thercn)



[www.youtube.com/rcnonline](http://www.youtube.com/rcnonline)

Publication code 004 121

ISBN 978-1-910066-93-5

