



Royal College
of Nursing

Services for children and young people: preparing nurses for future roles

RCN guidance





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Introduction

Health care practitioners are using many different role development frameworks to support career development, educational planning, pay negotiation and workforce planning. To ensure consistency, and to help nurses and others make sense of nursing roles as they work in the real world, children and young people's (CYP) nursing needs an integrated framework, one which incorporates other relevant frameworks such as the occupational standards framework being developed by the NHS.

This Royal College of Nursing (RCN) document presents a role framework that specifies the core and additional competencies required for the nursing roles which deliver modern health services to children and young people.

It was developed by members of the RCN Children's and Young People's Field of Practice. We worked together to agree an integrated framework which will meet many needs, including:

- ◆ helping practitioners in career planning and personal development
- ◆ guiding future role development and the associated educational preparation to underpin specialist and expanded roles
- ◆ supporting future pay negotiations by specifying detailed role content descriptors
- ◆ supporting managers in workforce planning and in developing role requirements/job descriptions for specific posts.

The role framework

The framework consists of role descriptors and competencies mapped across a continuum from novice to expert, according to the:

- ◆ scope of the particular role (i.e. the level of decision-making autonomy and the range of clinical actions)
- ◆ setting(s) in which the role is practised
- ◆ level of underpinning knowledge and skills required
- ◆ length of experience required to undertake the role.

The framework was built on the RCN Children's and Young People's Field of Practice's Nursing Education Position Statement, and provides:

- ◆ Sections 1 and 2: outline core children's and young people's* nursing role descriptors and competencies derived from the *Agenda for Change* and *Skills for Health* initiatives
- ◆ Section 3: a role framework for specialist children's and young people's nursing practice (using paediatric diabetes nursing as an example), with an associated outline education framework
- ◆ Section 4: a role framework for expanded children's and young people's nursing practice (using the paediatric nurse practitioner as an example), set within an associated outline education framework
- ◆ Section 5: a proposal for an educational framework to underpin CYP specialist and expanded nursing roles.

* The term 'children and young people' in this document refers to infants (neonates), children and young people up to the age of 18, or the point at which the individual's transition to adult health care is completed (RCN (2003) *Preparing nurses to care for children and young people*, London: RCN).

Developing the framework

A core group of RCN Children's and Young People's Field of Practice members developed a first draft of the framework. This draft was then refined following consultation with many more Field of Practice members and other stakeholders.

As one of a number of related RCN developments, this role framework will contribute to the evolution and validation of the RCN's generic career and competency framework. Once issues of professional accreditation and regulation of specialist education and practice are resolved, this document will form the basis for further developing standards against which practitioners can be accredited.

RCN specialist forums and groups are now encouraged to apply the framework to define specialist roles at national level for these same purposes. As nursing and the context for nursing continue to change, so the role framework will need to evolve, building on feedback from those who use it.

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The basis for the role framework

Derivation

The framework draws upon previous competency developments and role definitions ^{1,2,3,4,5,6,7,8,9,10,11,12} and in particular builds upon a generic nursing role framework.

Generic nursing role framework

A unifying framework for nursing roles needs to be generic enough to accommodate other relevant frameworks – and specific enough to reflect the components of clinical nursing work at a level of detail suitable for what the framework needs to achieve. The core constructs in the generic framework are **role components** and **levels of functioning**.

For clinical nursing roles, the role components are:

- ◆ core (direct care)
- ◆ core (indirect care)
- ◆ specialist
- ◆ expanded

(see Figure 1).

The values on the ‘level of functioning’ axis are not specified in the generic framework, so that users can agree the most appropriate model for their purposes. For example, *Agenda for Change* uses five levels, and many nursing competency frameworks use ‘novice to expert’ levels.

Depending on the setting and the purpose, the core components could be those expected at registration and beyond of any registered nurse, of the generalist children’s nurse or, for example, the general children’s cancer nurse in a role profile for a cancer outreach nurse. Role components could be expressed as tasks, experience, knowledge, competencies or any combination of these.

We make a distinction between the core components of direct and indirect care, because these may differ with different roles: for example you might expect a children’s and young people’s nurse to be competent in educating children and families, but they might be a beginner in teaching and assessing students.

Within any role profile, we sometimes need several *specialty components* and several *expanded role components*. For example, a community child and adolescent mental health nurse will have specialist knowledge and skills both in relation to child and adolescent mental health and to working in the community. A neonatal nurse practitioner may have expanded role competencies in ventilation management, as well as those related to investigation, diagnosis and treatment.

Nurses practising at an expert level can practice from both an *expanded* and *specialised* knowledge base – as we describe in *Sections 3* and *4*. These nurses demonstrate the acquisition and application of a range of clinical knowledge and skills, the use of clinical reasoning, and autonomy in clinical decision-making and their subsequent range of clinical actions. Many nurses will, however, have specialty and expanded role elements at different levels within their particular role.

Figure 1: The generic nursing role framework

Level of functioning →

Role component					
Core (direct care)					
Core (indirect care)					
Specialist					
Expanded					

2

The core role framework for children's and young people's nursing

In developing this nursing role framework, we took account of the diversity in emerging nursing roles, using a novice-to-expert¹³ approach. The framework identifies core role descriptors and competencies for CYP nursing, which in turn provide a base for specifying competencies for CYP specialist or expanded practice.

Level of functioning

The framework shows the level of functioning of a qualified CYP nurse along a novice-to-expert continuum. The general characteristics of these levels cover clinical reasoning and care provision role elements, and are defined as:

1. *Novice*^{13,14} [*i.e. new to role or clinical area*]
 - ◆ Relies on theoretical principles and rules to guide performance.
 - ◆ Requires support/direction from those with greater experience to increase personal confidence.
 - ◆ Recalls information.
 - ◆ Able to perform immediate tasks/procedures.
2. *Advanced Beginner*^{13,14}
 - ◆ Able to transfer aspects from prior experience.
 - ◆ Demonstrates an acceptable level of competence with guidance from a mentor.
 - ◆ Receives and understands information.
 - ◆ Initiates actions as per pre-planned plan of care, guidelines or protocols.

3. *Competent*^{13,14}
 - ◆ Identifies important issues and aspects of care.
 - ◆ Conscious planning and prioritisation of care.
 - ◆ Able to co-ordinate complex needs/ processes.
 - ◆ Reviews and undertakes planned care/tasks referring to guidelines or protocols as required.
 - ◆ Knowledge of major ideas.
4. *Proficient*^{13,14}
 - ◆ Perceives the whole picture rather than individual tasks.
 - ◆ Able to identify deviation from expected progress/outcomes and to modify plans accordingly.
 - ◆ Reviews and initiates additional actions.
 - ◆ Generalises from given facts.
 - ◆ Relates knowledge from several areas.
5. *Expert*^{13,14}
 - ◆ Extensive experience.
 - ◆ Intuitive grasp of situations.
 - ◆ Translates prior experience, knowledge and skills to transform practice.
 - ◆ Interprets and instigates.
 - ◆ Uses old ideas to create new ones.

An individual CYP nurse may function at different levels within their particular role, as they could be 'expert' in one area but only at a 'competent' level in another.

The core children's and young people's role descriptors and competencies

Core CYP nursing role descriptors and competencies are divided into 'direct care' (*see Table 1a*) and 'indirect care' (*Table 1b*) according to whether they are directly related to patient care.

The primary sources for the core role descriptors and competencies were the *Agenda for Change Knowledge and Skills Framework*⁵ and *Skills for Health competencies*⁷. References to these are given thus [*italics*] in the left-hand column of the tables.

Table 1a: Core CYP nursing role descriptors and competencies for direct care

Role descriptor components	Novice	Advanced beginner
[Note: references for <i>Agenda for Change Knowledge and Skills Framework (KSF)</i> and <i>Skills for Health (SfH)</i> given in italics]		
<p>Core – for all CYP nurses:</p> <ul style="list-style-type: none"> ◆ Professional, ethical and legal practice ◆ Care management <ul style="list-style-type: none"> – assessment – planning – delivery – evaluation (including assessment and management of risk for accidents, harm, etc) [KSF D7,D8, SfH CS2,CS4, CS5, CS6, CS7] ◆ Communication <ul style="list-style-type: none"> – verbal – written – presentations – non-verbal – meetings – interviewing [KSF D1, SfH CS1] ◆ Teaching children, young people, parents and families [KSF D8, SfH CS8] ◆ Promotion of health (includes physical, psychological and emotional wellbeing) [KSF D9, D10, SfH CS11] ◆ Child and adolescent mental health [KSF D10, SfH MH C1, C2] ◆ Protection of children and young people [KSF D10, SfH CS9, CS10] ◆ Support children, young people, parents and families through change and difficult circumstances [KSF D8, SfH CS12] ◆ Knowledge and information management [KSF D13] ◆ Working with other professionals/agencies [KSF D7, D18, SfH CS3] 	<ul style="list-style-type: none"> ◆ Aware of key principles of care and implications for practice ◆ Uses clinical judgement and limited individual decision-making about nursing care requirements; assesses, plans†, delivers, evaluates and records care <i>with supervision</i> from an experienced practitioner to address health related problems/needs ◆ Establishes and maintains communication with children and young people and their parents/carers, to enable them and their parents and families to make informed choices and to participate in care ◆ Reinforces information provided to children, young people, parents, and families, supporting their learning of skills and knowledge about clinical practice ◆ Contributes to raising awareness of health promotion ◆ Identifies potential or actual mental health problems; refers to more experienced practitioners as required to address specific interventions required ◆ Assists in monitoring and protecting children and young people with support from others ◆ Assists with supporting children, young people, parents and families to cope with changes in health and well-being, referring to members of the multidisciplinary team ◆ Gathers and records information accurately, using prescribed rules and procedures ◆ Participates in partnership working with other professionals and agencies, sharing information to facilitate co-ordinated packages of care and support for children, young people, parents and families 	<ul style="list-style-type: none"> ◆ Knowledge of professional standards and legal framework evident in everyday practice ◆ Uses clinical judgement and limited individual decision-making about nursing care requirements; assesses, plans† delivers, evaluates and records care <i>with minimal supervision</i> from an experienced practitioner to address health related problems/needs ◆ Establishes and maintains communication with children and young people, including parents/carers, about daily activities, appreciating developmental and cultural differences, to enable them and their parents and families to make informed choices and to participate in care ◆ Contributes to the teaching of skills and knowledge to individual children, young people, parents and families ◆ Raises awareness of health promotion and actions that children, young people and families can take ◆ Identifies potential or actual mental health problems; initiates plans of care to promote safety and emotional well-being; refers to more experienced practitioners as required ◆ Monitors and contributes to protecting children and young people at risk, providing children who have been abused with support from others ◆ Participates in supporting distressed parents and families, referring to members of the multidisciplinary team ◆ Records and uses information from single sources to underpin decision-making, using policies and procedures with little guidance and support ◆ Participates in partnership working with individuals, groups, communities and agencies, sharing information to facilitate co-ordinated packages of care and support for children, young people, parents and families

† Includes preventive and therapeutic interventions

Level of functioning		
Competent	Proficient	Expert
<ul style="list-style-type: none"> ◆ <i>Contributes</i> to the development and implementation of policy and care delivery strategies, acting as a source of advice for junior members of the nursing team on clinical matters and decision-making ◆ Uses clinical judgement and individual decision-making about nursing care requirements; assesses, plans, delivers, evaluates and records care without supervision to address health related problems/needs <i>when needs are relatively stable and consistent with others in the caseload</i> ◆ Establishes and maintains communication with individual children and young people (including parents/carers), and with groups, about difficult or complex matters, overcoming developmental and cultural differences, to enable them and their parents and families to make informed choices and to participate in care ◆ Provides teaching sessions for individual children, young people, parents, families ◆ Promotes health through broad programmes/ initiatives ◆ Provides one to one counselling to individual children and young people experiencing potential and actual mental health problems; refers to more experienced practitioners as required ◆ Promotes a culture to safeguard children/young people, providing support to children and young people that have been abused ◆ Prepares children and young people for deterioration in health status, supporting parents and families through the process, referring to members of the multidisciplinary team ◆ Interprets and analyses information from a variety of sources to underpin decision-making without guidance or support ◆ Develops and sustains partnership-working with individuals, groups, communities and agencies, sharing information and contributing to co-ordinated packages of care and support for children, young people, parents and families 	<ul style="list-style-type: none"> ◆ <i>Participates</i> in the development and implementation of policy and care delivery strategies, acting as a source of advice for the multidisciplinary team on clinical matters and decision-making ◆ Uses clinical judgement and autonomous decision-making about nursing care requirements; assesses, plans, delivers, evaluates and records care to address health related problems/needs of children and young people <i>when those needs are complex and likely to change</i> ◆ Establishes and maintains effective communication with various individual children and young people (including parents/carers) and groups, on complex and potentially stressful topics, to enable them and their parents and families to make informed choices and to participate in care ◆ Leads training sessions for individual/groups of children, young people, parents and families ◆ Promotes health through targeted initiatives and programmes to meet specific needs ◆ Provides one to one counselling for children and young people experiencing mental health problems; liaises with members of the multidisciplinary team and refers to specialist practitioners for specialist intervention as required ◆ Protects children and young people at risk and contributes to developments in practice, supporting individuals where abuse has been disclosed ◆ Participates in the development of policies and support structures for distressed/bereaved parents and families, liaising with members of the multidisciplinary team ◆ Initiates the use of systems and processes to maximise knowledge and information management across a range of areas, specifying data requirements to underpin clinical decision-making ◆ Develops, sustains and evaluates partnership-working with individuals, groups, communities and agencies, identifying options and actions for co-ordinated packages of care and support for children, young people, parents and families 	<ul style="list-style-type: none"> ◆ <i>Formulates</i> policy and care strategies, acting as a prime source of authority on current thinking ◆ Uses clinical judgement and autonomous decision-making about nursing care requirements; leads and develops practice to meet specific health related problems/needs of <i>individual children and young people across a diverse range of care needs</i> ◆ Develops and initiates strategies to communicate effectively key messages/ information to the local community and population to enable children, young people, parents and families to make informed choices and to participate in care ◆ Designs and implements training programmes on a variety of topics for groups of children, young people /parents and families ◆ Promotes health of the local community and population through the development of policies and strategies ◆ Develops, implements and evaluates strategies for children and young people experiencing mental health problems; promotes safety and emotional wellbeing ◆ Leads and develops strategies in practice to protect and safeguard children and young people ◆ Leads the development and implementation of policies and support structures for distressed/bereaved parents and families, liaising with members of the multidisciplinary team ◆ Develops and implements new systems and processes to underpin effective knowledge and information management and clinical decision-making across a range of areas ◆ Enables individuals, groups, communities and agencies to work effectively in partnership, leading and establishing agreed mechanisms for instigating co-ordinated packages of care and support for children, young people, parents and families

Table 1b: Core CYP nursing role descriptors and competencies for indirect care

Role descriptor components	Novice	Advanced beginner
[Note: references for <i>Agenda for Change Knowledge and Skills Framework (KSF)</i> and <i>Skills for Health (SfH)</i> given in italics]		
<p>Core – all CYP nurses: <i>Core (Indirect)</i></p> <ul style="list-style-type: none"> ◆ Development of self and others <i>[KSF D2]</i> ◆ Leadership <i>[KSF D19]</i> ◆ Teaching and education ◆ Research and evidence based practice <i>[KSF D22]</i> ◆ Health, safety and security <i>[KSF D3]</i> ◆ Equality, diversity and rights <i>[KSF D6]</i> ◆ Cultural competence <i>[KSF D6]</i> ◆ Quality <i>[KSF D5]</i> ◆ Service and practice development <i>[KSF D4, SfH CS13]</i> 	<ul style="list-style-type: none"> ◆ Assumes responsibility for own learning needs with support of mentor/preceptor ◆ Aware of situations in which to seek clarification from a more experienced practitioner ◆ Reinforces basic information and supports students' learning of skills and knowledge in clinical practice settings ◆ Awareness of research and evidence and implications for practice ◆ Assist in maintaining own and others' health, safety and security ◆ Ensures own actions support equality, diversity and rights ◆ Ensures own actions consider the influence of cultural variations and spiritual beliefs on child health practices including child rearing, nutrition and family dynamics; acknowledges own personal biases and prevents these from interfering with the delivery of quality of care to children, young people and their families ◆ Ensures own actions help to maintain quality of care and service provided ◆ Assists in maintaining and developing services and practice 	<ul style="list-style-type: none"> ◆ Acts as a mentor to students, assessing and supporting the development of others' skills as a preceptor ◆ Supervises others in the performance of routine activities, encouraging individuals into action ◆ Contributes to teaching/education sessions for students in clinical practice settings ◆ Implements research and evidence in everyday practice, participating in audit activities ◆ Promotes maintenance of own and others' health, safety and security ◆ Supports others' equality, diversity and rights ◆ Supports others to consider the influence of cultural variations and spiritual beliefs on child health practices including child rearing, nutrition and family dynamics; acknowledges own personal biases and prevents these from interfering with the delivery of quality of care to children, young people and their families ◆ Ensures own actions promote quality and alerts others to quality issues ◆ Contributes to the implementation of practice enhancements, seeking support and guidance

Level of functioning		
Competent	Proficient	Expert
<ul style="list-style-type: none"> ◆ Acts as a mentor/preceptor to junior members of staff, assessing and facilitating development of others' skills and knowledge ◆ Co-ordinates and liaises with multidisciplinary team members, delegating activities to a range of team members and influencing individuals to reach decisions and take resultant actions ◆ Provides education/teaching sessions for individual students and junior members of staff in clinical practice settings ◆ Participates in clinical audit with support from an experienced practitioner ◆ Monitors and maintains health, safety and security of self and others in own work area ◆ Promotes others' equality, diversity and rights ◆ Promotes an understanding of the influence of cultural variations and spiritual beliefs on child health practices including child rearing, nutrition and family dynamics; acknowledges own personal biases and prevents these from interfering with the delivery of quality of care to children, young people and their families ◆ Contributes to quality improvement, raising quality issues and related risks with relevant people ◆ Contributes to the development of services and practice, evaluating care provision and providing support to others 	<ul style="list-style-type: none"> ◆ Provides clinical supervision, formally assessing other staff, identifying training and development needs, and implementing strategies for individuals' and staff groups' personal development ◆ Sets clear goals, objectives and performance standards for single-discipline teams, contributing to setting staffing levels and recruitment decisions, influencing groups to reach decisions and develop plan of action ◆ Leads education/teaching sessions for individual/groups of staff and students in clinical practice and academic settings ◆ Identifies opportunities for clinical audit activities, using knowledge of research to create an environment where research awareness and an analytical approach to care provision is valued by all staff in the care environment ◆ Promotes best practice in health, safety and security in immediate work area ◆ Enables others to exercise their rights and promote their equality and diversity ◆ Enables others to appreciate the influence of cultural variations and spiritual beliefs on child health practices including child rearing, nutrition and family dynamics; acknowledges own personal biases and prevents these from interfering with the delivery of quality of care to children, young people and their families ◆ Acts as a role model in quality improvement, monitoring activities against quality standards ◆ Develops and improves practice and services, working with others to identify areas for development 	<ul style="list-style-type: none"> ◆ Provides clinical supervision, formally assessing other staff, identifying training and development needs, and developing and implementing strategies to facilitate knowledge and skills development across professional and organisational boundaries ◆ Lead and motivate multidisciplinary teams, managing and evaluating change in the clinical environment, influencing others to take action in a variety of contexts, overcoming significant resistance from groups and individuals ◆ Designs and implements training programmes on a variety of topics to address education needs across staff groups ◆ Manages clinical audit processes to evaluate clinical practice, implementing research-based evidence, conducting significant clinical research and supporting others to participate in local and national research activities ◆ Develops a working environment and culture that actively improves health, safety and security ◆ Leads and implements practices, policies and strategies which enable others to exercise their rights, promoting equality and diversity ◆ Leads and implements practices, policies and strategies which enable others to appreciate the influence of cultural variations and spiritual beliefs on child health practices including child rearing, nutrition and family dynamics; acknowledges own personal biases and prevents these from interfering with the delivery of quality of care to children, young people and their families ◆ Leads and implement practices, policies and strategies to improve quality, ensuring systems are in place to monitor against quality standards ◆ Leads innovations and developments in practice and service, initiating discussions with relevant people to secure support and resources

3

Specialist children's and young people's nursing practice

This section sets out a role framework for specialist children's and young people's nursing practice, using paediatric diabetes nursing as an example. Associated job descriptions are set out in *Appendix A*.

Children's and young people's nursing specialties are categorised according to one or more of the following:

- ◆ patient age group (neonate, adolescent etc)
- ◆ clinical need (pain management, family therapy, child protection etc)
- ◆ medical specialty (diabetes, oncology etc)
- ◆ location of care (school, community, hospice etc).

Specialist role components

Besides the core CYP nursing role descriptors and competencies, there are specific attributes relating to specialist roles. Specialist nursing roles encompass the core CYP nursing competencies to a minimum of 'competent' level, as well as competencies in the particular specialist area of practice.

Note that nurse consultants',¹⁵ who function at 'expert' level in the core role framework, have remits which encompass professional leadership and consultancy, education, training and development, as well as practice and service development, research and evaluation (see *Appendix A*).

The primary sources for the specialist CYP role descriptors and competencies were the *Agenda for Change Knowledge and Skills Framework*⁵ and *Skills for Health* competencies⁷.

Applying the role framework in specialist nursing

The CYP nursing role framework can be used to specify national (UK wide) standards for specialist practice in a particular specialty, or levels of competency for sub-specialties.

Tables 2a and 2b show an example of how the role framework could be applied to paediatric diabetes nursing. The role descriptors and competencies have been mapped across the novice-to-expert continuum, according to the:

- ◆ scope of the individual CYP nurse's role – *the level of autonomy of a CYP nurse, increasing from novice to expert, for clinical actions arising from their clinical reasoning and decision-making*
- ◆ setting(s) in which they practice
- ◆ level of underpinning knowledge and skills acquired – *the level of specialist knowledge and related skills increasing from novice to expert level*
- ◆ length of experience in the specialty.

The example contains some applied core role components (for example, teaching and education) and some generic specialist role components (for example, specialist clinical interventions).

Levels of practice in paediatric diabetes specialist nursing

The RCN Paediatric and Adolescent Diabetes Special Interest Group specifies that:

- ◆ a paediatric diabetes specialist nurse functions at a minimum of 'proficient' level
- ◆ a highly specialised paediatric diabetes specialist nurse functions at 'expert' level
- ◆ a CYP nurse new to the clinical specialty would be at 'novice' level
- ◆ an 'advanced beginner' would have 6-12 months' experience on a specialty ward[‡]
- ◆ 'competent' level nurses might function as a specialty link nurse, participating in paediatric diabetes outpatient clinics within a hospital setting.

So, for paediatric diabetes, a CYP nurse functioning at:

- ◆ *novice level* has limited autonomy, adhering to clinical protocols under supervision within a particular setting
- ◆ *advanced beginner* level follows clinical protocols with minimal supervision in a particular setting
- ◆ *competent level* works according to clinical protocols without supervision in a particular setting
- ◆ *proficient level* works independently in a specific setting, and uses their clinical reasoning to determine appropriate clinical actions in managing an individual patient, referring to other specialists* as required
- ◆ *expert level* has a greater level of experience in the specialty, working across a wider range of settings to completely manage the specialist nursing care of individuals and groups of children, young people and their families.

Career development and workforce planning

To show how the framework can be applied to support career development and education, and workforce planning, *Appendix A* gives outline core role descriptions and person specifications for CYP diabetes nurse specialists functioning at 'proficient' and 'expert' level. *Section 5* looks at an outline educational framework.

‡ Length of experience or educational programmes given in this document are indicative and are based on recommendations of the relevant stakeholders: exceptions would need to be justified.

* More experienced CYP specialist practitioners or other members of the CYP specialist team

Table 2a: Role descriptors and competencies for specialist paediatric diabetes care – applied CYP core role descriptor components

Role descriptor components	Novice	Advanced beginner
[Note: references for <i>Agenda for Change Knowledge and Skills Framework (KSF)</i> and <i>Skills for Health (SfH)</i> given in italics]		
Core CYP nursing Meet core CYP role descriptors and competencies to a minimum of 'competent' level (see Tables 1a and 1b)		
Specialist CYP nursing	<ul style="list-style-type: none"> ◆ Uses clinical judgement and limited individual decision-making about the specialist nursing care and management of patients; undertakes a range of specialist clinical actions with supervision from an experienced practitioner 	<ul style="list-style-type: none"> ◆ Uses clinical judgement and limited decision-making about the specialist nursing care and management of patients; undertakes a range of specialist clinical actions with minimal supervision from an experienced practitioner
Paediatric diabetes nursing ◆ Differentiation of levels	<ul style="list-style-type: none"> ◆ Demonstrates a basic understanding of the key principles of diabetes specialist nursing care and management ◆ Works with supervision, advice and support to care for children and young people with diabetes 	<ul style="list-style-type: none"> ◆ Demonstrates basic proficiency in the specialist nursing care of children and young people with diabetes ◆ Works in specialist in-patient area with minimal supervision, providing support and guidance to more junior members of staff caring for children and young people with diabetes
◆ Practice and service development	<ul style="list-style-type: none"> ◆ Adheres to policy, standards and care delivery strategies on the care and management of children and young people with diabetes ◆ Contributes to the evaluation of innovations in the care of children and young people with diabetes 	<ul style="list-style-type: none"> ◆ Adheres to policy, standards and care delivery strategies on the care and management of children and young people with diabetes ◆ Participates in the evaluation of innovations in the care of children and young people with diabetes
◆ Teaching and education	<ul style="list-style-type: none"> ◆ Reinforces information provided to children, young people, parents/families, supporting learning of skills and knowledge about the management of diabetes 	<ul style="list-style-type: none"> ◆ Contributes to the education and training of individual children, young people, parents and families in the management of diabetes

Level of functioning		
Competent	Proficient	Expert
<ul style="list-style-type: none"> ◆ Uses clinical judgement and individual decision-making about the specialist nursing care and management of patients; undertakes a range of specialist clinical actions without supervision or direction 	<ul style="list-style-type: none"> ◆ Uses clinical judgement and autonomous decision-making about the specialist nursing care and management of patients; undertakes a range of specialist clinical actions in a <i>specific setting</i> after assessment of patient need and care 	<ul style="list-style-type: none"> ◆ Uses clinical judgement and autonomous decision-making about the specialist nursing care and management of patients; undertakes a range of specialist clinical actions across a <i>variety of settings</i> after assessment of patient need and care
<ul style="list-style-type: none"> ◆ Demonstrates a good understanding and proficiency in the specialist nursing care and management of children and young people with diabetes ◆ Works independently in specialist in-patient area, acting as a role model for other staff in the area in delivering specialist care, working with PDSN team as link/liaison nurse 	<ul style="list-style-type: none"> ◆ Demonstrates a sound understanding and proficiency in all aspects of the specialist nursing care and management of children and young people with diabetes ◆ Acts as a source of advice and expertise for members of the paediatric diabetes team, as well as in-patient paediatric team and primary care team members 	<ul style="list-style-type: none"> ◆ Demonstrates thorough understanding and expertise in all aspects of the specialist nursing care and management of children and young people with diabetes ◆ Acts as a prime source of authority on all clinical issues related to the specialist nursing care and management of children and young people with diabetes
<ul style="list-style-type: none"> ◆ Promotes adherence to policy, standards and care delivery strategies on the care and management of children and young people with diabetes ◆ Implements and participates in the evaluation of innovations in the care of children and young people with diabetes 	<ul style="list-style-type: none"> ◆ Contributes to policy/standards development/care delivery strategies on the care and management of children and young people with diabetes ◆ Recommends, implements and evaluates innovations in the care of children and young people with diabetes across the catchment area of the organisation 	<ul style="list-style-type: none"> ◆ Formulates policy, standards and care delivery strategies on the care and management of children and young people with diabetes (including, for example, management of DKA, hypoglycaemia) ◆ Leads the implementation and evaluation of innovations in the care of children and young people with diabetes across a variety of settings within a strategic health authority catchment area
<ul style="list-style-type: none"> ◆ Participates in group education and training of children, young people, carers and junior nursing staff in the management of diabetes 	<ul style="list-style-type: none"> ◆ Leads/provides group education and training of children, young people, carers, nursing staff and other professionals in the management of diabetes 	<ul style="list-style-type: none"> ◆ Leads and develops specific education and training programmes for children, young people, carers, nursing staff and other professionals across all care sectors, including teachers, peers and lay carers, in the management of diabetes

Table 2b: Role descriptors and competencies for paediatric diabetes care – specialist clinical role descriptor components

Role descriptor components	Novice	Advanced beginner
[Note: references for <i>Agenda for Change Knowledge and Skills Framework (KSF)</i> and <i>Skills for Health (SfH)</i> given in italics]		
<i>Specialist psychological/ psycho-social/ physical interventions</i> <ul style="list-style-type: none"> ◆ Counselling ◆ Care management of children and young people with diabetes ◆ Lifestyle ◆ Management of hypoglycaemia ◆ Management of diabetic ketoacidosis (DKA) ◆ Management of period of illness 	<ul style="list-style-type: none"> ◆ Identifies need for specialist support, advice and counselling, and refers to PDSN team and other members of the multidisciplinary team ◆ Assists with initial investigations, provides support to children, young people, parents and family in the event of initial diagnosis of diabetes, referring to an experienced practitioner ◆ Undertakes pre-planned specialist care activities as directed under supervision ◆ Supports and provides basic information to children, young people and parents, referring to experienced practitioner as appropriate ◆ Aware of signs of hypoglycaemia, able to instigate immediate treatment for minor hypoglycaemia and support children, young people and parents, referring to experienced practitioner ◆ Aware of signs of DKA, provides support to children, young people and parents, referring to experienced practitioner ◆ Aware of signs of illness and implications for diabetes management, provide support to children, young people and parents, referring to experienced practitioner 	<ul style="list-style-type: none"> ◆ Provides outline information and guidance about long term health outcomes and refers to PDSN team and other members of the multidisciplinary team ◆ Assesses children, young people, assisting with initial investigations, provides basic information, supports children, young people, parents and family at initial diagnosis, referring to PDSN team ◆ Undertakes pre-planned specialist care activities, adhering to set protocols with minimal supervision ◆ Provides support, information and basic advice to children, young people and parents, referring to PDSN team as appropriate ◆ Recognises signs of mild and severe hypoglycaemia, instigating immediate treatment, supporting children, young people and parents, and referring to PDSN team ◆ Recognises signs of DKA, instigating immediate treatment, supporting children, young people and parents, and referring to PDSN team ◆ Recognises signs of illness and implications for diabetes management, instigating immediate treatment and/or preliminary investigations, supporting children, young people and parents, and referring to PDSN team

Level of functioning		
Competent	Proficient	Expert
<ul style="list-style-type: none"> ◆ Proactive in counselling children, young people, parents and families about long term health outcomes, following pre-determined guidelines/protocols and policies, referring to other members of the multidisciplinary team ◆ Assesses children, young people, assists with investigations, provides information, details initial plan of care in conjunction with PDSN at initial diagnosis of diabetes ◆ Undertakes pre-planned specialist care activities, participates in paediatric diabetes clinics, supporting paediatric diabetes medical staff and other members of the multidisciplinary team in key activities ◆ Provides support, information and advice to children, young people and parents on lifestyle changes and implications (including measures to reduce complications) as a result of a diagnosis of diabetes, referring to PDSN team as appropriate ◆ Recognises hypoglycaemia, instigates treatment, advising children, young people and parents about potential causes of hypoglycaemia and mechanisms to reduce recurrence, referring to experienced PDSN ◆ Recognises DKA, instigates treatment, advising children, young people and parents about potential causes of DKA and mechanisms to reduce recurrence, referring to experienced PDSN ◆ Recognises signs of illness and implications for diabetes management, instigates treatment and investigations, providing basic advice to children, young people and parents about management during period of illness, referring to experienced PDSN 	<ul style="list-style-type: none"> ◆ Proactive in counselling children, young people, parents and families about long term health outcomes, liaising with other members of the multidisciplinary team ◆ Provides information to children, young people, parents and family; details initial and ongoing programme of care at initial diagnosis of diabetes, referring to other members of the paediatric diabetes team as appropriate ◆ Undertakes nurse led clinics, undertaking baseline physiological assessments, referring to paediatric diabetes medical staff as appropriate for support and advice ◆ Provides support, information and detailed advice on lifestyle changes and long-term implications (including measures to reduce complications) as a result of a diagnosis of diabetes, referring to other members of the paediatric diabetes team as appropriate ◆ Recognises hypoglycaemia, instigates treatment, advising children, young people and parents about potential causes of hypoglycaemia and mechanisms to reduce recurrence, adjusting treatment as appropriate according to local protocols ◆ Recognises DKA, instigates treatment, advising children, young people and parents about potential causes of DKA and mechanisms to reduce recurrence, adjusting treatment as appropriate according to local protocols ◆ Recognises signs of illness and implications for diabetes management, instigates treatment and investigations, providing detailed advice and guidance about sick day rules, adjusting treatment as appropriate according to local protocols 	<ul style="list-style-type: none"> ◆ Develops, implements and evaluates a variety of counselling and supportive strategies for children, young people, parents and families, liaising with other members of the multidisciplinary team ◆ Provides information to children, young people, parents and family; details initial and ongoing programme of care at initial diagnosis of diabetes ◆ Undertakes nurse led clinics, undertaking baseline physiological assessments and annual reviews of children and young people with diabetes ◆ Provides support, information and detailed advice on lifestyle changes and long-term implications (including measures to reduce complications) as a result of a diagnosis of diabetes, including facilitating attendance at school, transition to adult services and independent living away from home ◆ Recognises hypoglycaemia, instigates treatment, advising children, young people and parents about potential causes of hypoglycaemia and mechanisms to reduce recurrence, adjusting treatment appropriately ◆ Recognises DKA, instigates treatment, advising children, young people and parents about potential causes of DKA and mechanisms to reduce recurrence, adjusting treatment appropriately ◆ Provides advice on unusual/difficult cases with rare or multiple pathology, instigating treatment and investigations, educating other professionals and advising children, young people and parents about sick day rules, adjusting treatment and management as appropriate

Table 2b: Role descriptors and competencies for paediatric diabetes care – specialist clinical role descriptor components (continued)

Role descriptor components	Novice	Advanced beginner
[Note: references for <i>Agenda for Change Knowledge and Skills Framework (KSF)</i> and <i>Skills for Health (SfH)</i> given in italics]		
Specialist clinical interventions <ul style="list-style-type: none"> ◆ Insulin ◆ Blood glucose monitoring (BGM) ◆ Urine monitoring ◆ Dietary management ◆ Teaching self care skills 	<ul style="list-style-type: none"> ◆ Assists with administration of insulin/supporting children and young people or their families to administer insulin as prescribed ◆ Undertakes BGM, and supports child/young person to perform routine BGM test, documenting and reporting result to an experienced practitioner ◆ Undertake urine test and supports children and young people or their families to perform urine test, documenting and reporting result to an experienced practitioner ◆ Understands the basic dietary management principles to ensure that the child/young person receives the appropriate diet at the right time ◆ Support child/young person to self care, reporting any concerns that may affect child's/families' ability to care for own/child's diabetes to experienced practitioner 	<ul style="list-style-type: none"> ◆ Administers insulin/support children and young people or their families to administer insulin as prescribed ◆ Undertakes BGM, and supports child/young person to perform routine BGM test, interpreting the result and reporting immediately to PDSN/paediatric diabetes medical team if abnormal result ◆ Undertakes urine test and supports children and young people or their families to perform urine test, interpreting the result and reporting immediately to PDSN/paediatric diabetes medical team if abnormal ◆ Able to provide basic advice/information about elements of a suitable diet for children/young people with diabetes, referring to an experienced practitioner or other professional for specific specialist advice ◆ Aware of potential limitations of individual child/young person /parent to care for own/child's diabetes; supports child, young person and parents to develop self care knowledge and skills

Level of functioning		
Competent	Proficient	Expert
<ul style="list-style-type: none"> ◆ Adjusts insulin treatment following discussion with experienced PDSN or paediatric diabetes medical staff ◆ Undertakes BGM, and supports child/young person to perform initial and routine BGM test, interpreting the result and assessing other parameters, including checking urine for ketones if raised and initiating appropriate action as per local protocol ◆ Undertakes urine test and supports children and young people or their families to perform urine test, interpreting the result and assessing other parameters, including blood glucose, initiating appropriate action as per local protocol ◆ Able to provide basic advice/information about elements of a suitable diet for children/young people with diabetes, referring to other professionals as appropriate ◆ Facilitates child/young person's empowerment by teaching them and their family/parents basic technical knowledge and theoretical understanding of self management, including BGM, treatment and actions 	<ul style="list-style-type: none"> ◆ Adjusts insulin treatment according to age, diagnosis and individual child/young person's needs adhering to local protocols ◆ Undertakes BGM and supports child/young person to perform initial and routine BGM test, interpreting the result to optimise future treatment regime and instigating further test such as HbA1c or random blood glucose initiating appropriate action as per local protocol ◆ Undertakes urine test and supports children and young people or their families to perform urine test, interpreting the result to optimise future treatment regime and instigating further test such as random blood glucose before initiating appropriate action as per local protocol ◆ Able to provide basic information and advice about dietary regimes, particularly in relation to exercise ◆ Facilitates child/young person's empowerment by assessing and teaching them and their family/parents basic and complex technical knowledge and theoretical understanding of self management, including BGM, treatment and actions such as insulin adjustment and the effect of exercise on blood glucose 	<ul style="list-style-type: none"> ◆ Adjusts insulin treatment according to age, diagnosis and individual child/young person's needs ◆ Develops specific guidelines for particular scenarios; undertakes BGM and supports children/young people to perform initial and routine BGM tests, interpreting the result to optimise future treatment regime and instigating further tests such as HbA1c or random blood glucose initiating appropriate action ◆ Develops specific guidelines for particular scenarios; undertakes urine test and supports children and young people or their families to perform urine test, interpreting the result to optimise future treatment regime and instigating further tests such as random blood glucose before initiating appropriate action ◆ Good knowledge of the principles of dietary management, reinforcing information/teaching from paediatric dietician (and able to substitute for paediatric dietician when required) to improve glycaemic control ◆ Facilitates child/young person's empowerment by assessing and teaching them and their family/parents basic and complex technical knowledge and theoretical understanding of self management, including BGM, treatment and actions such as insulin adjustment and the effect of exercise on blood glucose, facilitating access to appropriate expertise from other professionals as required

4

Expanded children's and young people's nursing roles

This section sets out a role framework for expanded children's and young people's nursing practice, using the paediatric nurse practitioner as an example. Job descriptions are described in *Appendix B*. An associated outline education framework is discussed in *Section 5*.

Expanded CYP nursing roles now encompass interventions, assessment, diagnosis (including initiation and interpretation of investigations and diagnostic tests), treatment or care previously undertaken by other professional groups. To fulfil these new roles, nurses need to acquire new knowledge and skills, ranging from cannulation to counselling. Practices considered to be part of an expanded role will of course vary in different settings and over time. Some role components may gradually become 'core' – for example, administration of intravenous antibiotics was at one time outside the scope of core nursing practice.

The primary sources for the derivation of the core role descriptors and competencies are *Agenda for Change Knowledge and Skills Framework*⁶, *Skills for Health* competencies⁷ and competency frameworks developed by the RCN Paediatric Advanced Practice Group.

Applying the role framework for expanded nursing roles

The CYP nursing role framework can be applied to expanded nursing remits, with expanded role descriptors and competencies mapped along the novice-to-expert continuum, according to the:

- ◆ scope of the individual CYP nurse's role – *the level of autonomy and level of skill*
- ◆ limitations of the domain in which they practice – *for example, within single unit or across many units*
- ◆ level of underpinning knowledge acquired – *the level of expanded practice knowledge and related skills increasing from novice to expert level*
- ◆ length of experience in an expanded role.

Paediatric nurse practitioner as an example

Table 3 shows how the role framework could be applied to one example of an expanded nursing role – a paediatric nurse practitioner.

A CYP nurse undertaking a nurse practitioner⁸ role assesses, diagnoses, forms and implements a plan of treatment and care, managing and discharging (as appropriate) the neonate, child or young person without reference to a medical practitioner. Applying the CYP nursing role framework to the paediatric nurse practitioner role identifies the increasing autonomy, range of knowledge and skills, scope and range of clinical reasoning, clinical decision-making and clinical actions, in different settings, from novice to expert levels of functioning. We have given an outline role description and person specification for a paediatric nurse practitioner in *Appendix B*.

Levels of functioning for the paediatric nurse practitioner

The CYP nurse undertaking any expanded role should function to a minimum of 'competent' level in the core CYP nursing role descriptors (see *Section 2*), and may also undertake aspects of specialist nursing care management (see *Section 3*)⁴.

In their role as paediatric nurse practitioner:

- ◆ the practitioner functions at 'competent' level within the framework, following completion of an approved educational programme. They are able to undertake clinical assessment, initiating a range of investigations and first line management or treatment, referring as needed to a more experienced practitioner as appropriate for definitive diagnoses.
- ◆ at 'proficient' level, the nurse practitioner will have consolidated learning and gained experience, working within a limited clinical area or with a specific client group
- ◆ at 'expert' level, they will demonstrate a broader range of decision-making, working across a wider sphere in terms of clinical settings or undifferentiated CYP client groups.

There is, however, a variation in the level of nurse practitioner-type roles. For example, the nurse functioning at a 'novice' level could be working under supervision and, having received in-service training, assess and triage children and young people according to set criteria. An 'advanced beginner' could be working under minimal direction and, having assessed a child, is able to initiate initial investigations according to set protocols.

For the protection of the public and to maintain standards, paediatric nurse practitioners and educational programmes need to be accredited – a consultation is underway to establish a process and structure for this to be achieved in the UK.

Table 3: Example of expanded paediatric nursing role profile: role descriptors and competencies for the paediatric nurse practitioner

Role descriptor components		
	Novice	Advanced beginner
[Note: references for <i>Agenda for Change Knowledge and Skills Framework (KSF)</i> and <i>Skills for Health (SfH)</i> given in italics]		
Core CYP nursing Meet core CYP role descriptors and competencies to a minimum of 'competent' level (see Tables 1a and 1b)		
Expanded nursing role	<ul style="list-style-type: none"> ◆ Uses clinical judgement and limited individual decision-making in the assessment, diagnosis and management of patients; undertakes a range of clinical actions† as directed following set protocols with supervision 	<ul style="list-style-type: none"> ◆ Uses clinical judgement and limited decision-making in the assessment, diagnosis and management of patients; undertakes a range of clinical actions† with minimal direction following set protocols with minimal supervision
<ul style="list-style-type: none"> ◆ Differentiation of levels 	<ul style="list-style-type: none"> ◆ Demonstrates history taking and assessment as per set criteria, triaging and referring to appropriate service/ professional for investigation and treatment 	<ul style="list-style-type: none"> ◆ Demonstrates history taking and assessment, and, following protocols, initiates a limited range of initial investigations e.g. blood tests, X-rays
Clinical management		
<ul style="list-style-type: none"> ◆ Assessment of health status 	<ul style="list-style-type: none"> ◆ Undertakes history and assessment of children/ young people as per set criteria 	<ul style="list-style-type: none"> ◆ Undertakes history and assessment of children/ young people as per set criteria
<ul style="list-style-type: none"> ◆ Diagnosis 	<ul style="list-style-type: none"> ◆ Identifies potential differential diagnosis, referring to appropriate service/ professional for investigation and diagnosis 	<ul style="list-style-type: none"> ◆ Identifies potential differential diagnosis and initiates initial investigations according to clinical protocols
<ul style="list-style-type: none"> ◆ Plan of care/implementation of treatment 	<ul style="list-style-type: none"> ◆ Refers to appropriate service/professional for definitive diagnosis and plan of treatment 	<ul style="list-style-type: none"> ◆ Refers to appropriate service/ professional for definitive diagnosis and plan of treatment
Teaching and education	<ul style="list-style-type: none"> ◆ Educates children, young people and families about outcomes of assessment and triage process 	<ul style="list-style-type: none"> ◆ Educates children, young people and families about outcomes of assessment, including purpose and rationale for initial tests/investigations to be undertaken
Professional practice	<ul style="list-style-type: none"> ◆ Aware of scope of responsibilities, sources of referral and lines of accountability for expanded practice 	<ul style="list-style-type: none"> ◆ Aware of scope of responsibilities, sources of referral and lines of accountability for expanded practice
Quality of health care practice	<ul style="list-style-type: none"> ◆ Adheres to clinical protocols, policies and standards concerning the assessment and triage of children and young people ◆ Contributes to the evaluation of innovations in practice 	<ul style="list-style-type: none"> ◆ Adheres to clinical protocols, policies and standards concerning the assessment and initial management of children and young people ◆ Participates in the evaluation of innovations in practice

† Related to health promotion, health protection, disease prevention and illness management (see Appendix C: Paediatric nurse practitioner competencies)

Level of functioning		
Paediatric nurse practitioner		
Competent	Proficient	Expert
<ul style="list-style-type: none"> ◆ Uses clinical judgement and decision-making in the assessment, diagnosis and management of patients; undertakes a range of clinical actions† across professional boundaries, following set protocols without supervision or direction 	<ul style="list-style-type: none"> ◆ Uses clinical judgement and autonomous decision-making in the assessment, diagnosis and management of patients; undertakes a range of clinical actions† across professional boundaries within a <i>specific setting or a CYP focused client group</i> following assessment of patient need and care requirements 	<ul style="list-style-type: none"> ◆ Uses clinical judgement and autonomous decision-making in the assessment, diagnosis and management of patients; undertakes a range of clinical actions† across a <i>variety of settings or CYP client groups</i> and professional boundaries following assessment of patient need and care requirements
<ul style="list-style-type: none"> ◆ Demonstrates history taking and assessment and following protocols; initiates a range of investigations, interpreting results and initiating first-line management according to agreed clinical protocols 	<ul style="list-style-type: none"> ◆ Demonstrates the complete management of complex and/or unstable health care problems in a focused CYP client group or within a specific setting 	<ul style="list-style-type: none"> ◆ Demonstrates the complete management of complex and/or unstable health care problems across range of CYP client groups and/or range of settings
<ul style="list-style-type: none"> ◆ Undertakes detailed history and assessment of children/ young people ◆ Identifies potential differential diagnosis, initiates a range of investigations according to protocols and interprets results, consulting with an experienced practitioner to reach definitive diagnosis as required ◆ Devises and implements initial plan of care/treatment, including administration of range of drugs via Patient Group Directions (PGDs) as directed by set clinical protocols, referring to a specialist practitioner as required 	<ul style="list-style-type: none"> ◆ Undertakes assessment of children/ young people related to specific area of practice/focused CYP client group, to address needs and problems ◆ Identifies potential differential diagnosis, initiating a range of investigations related to specific area of practice/focused CYP client group to reach a definitive diagnosis ◆ Devises and implements a plan of treatment (including prescribing a range of drugs as a supplementary prescriber and/or via PGDs) for specific area of practice/focused CYP client group, discharging and/or referring to a specialist practitioner as required 	<ul style="list-style-type: none"> ◆ Undertakes assessment of children/ young people across broad range of CYP client groups/settings to address needs and problems ◆ Identifies potential differential diagnosis, initiating a range of investigations across a range of CYP client groups/settings to reach a definitive diagnosis ◆ Following diagnosis, devises and implements a plan of treatment (including prescribing a range of drugs as an independent prescriber and/or via PGDs) for broad range of CYP client groups/settings, discharging and/or referring to a specialist practitioner as required
<ul style="list-style-type: none"> ◆ Educates children, young people and families about outcomes of assessment, purpose and rationale for undertaking identified tests/investigations and initial first line management/treatment 	<ul style="list-style-type: none"> ◆ Educates children, young people and families about assessment process, rationale for undertaking tests/investigations, subsequent results and plan of care/treatment 	<ul style="list-style-type: none"> ◆ Educates children, young people and families about assessment process, rationale for undertaking tests/investigations, subsequent results and plan of care/treatment
<ul style="list-style-type: none"> ◆ Aware of scope of responsibilities, sources of referral, mechanisms for seeking advice and lines of accountability for expanded practice 	<ul style="list-style-type: none"> ◆ Aware of scope of responsibilities, sources of referral, mechanisms for seeking advice and lines of accountability for expanded practice 	<ul style="list-style-type: none"> ◆ Aware of scope of responsibilities, sources of referral, mechanisms for seeking advice and lines of accountability for expanded practice
<ul style="list-style-type: none"> ◆ Promotes adherence to clinical protocols, policies and standards concerning the assessment and initial management of children and young people ◆ Implements and participates in the evaluation of innovations in practice 	<ul style="list-style-type: none"> ◆ Contributes to clinical protocols, policies and standards development concerning the assessment and management of a focused CYP client group/specific setting ◆ Recommends, implements and evaluates innovations in practice 	<ul style="list-style-type: none"> ◆ Formulates clinical protocols, policies and standards concerning the assessment and management of a broad range of CYP client groups or across settings ◆ Leads the implementation and evaluation of innovations in practice

5

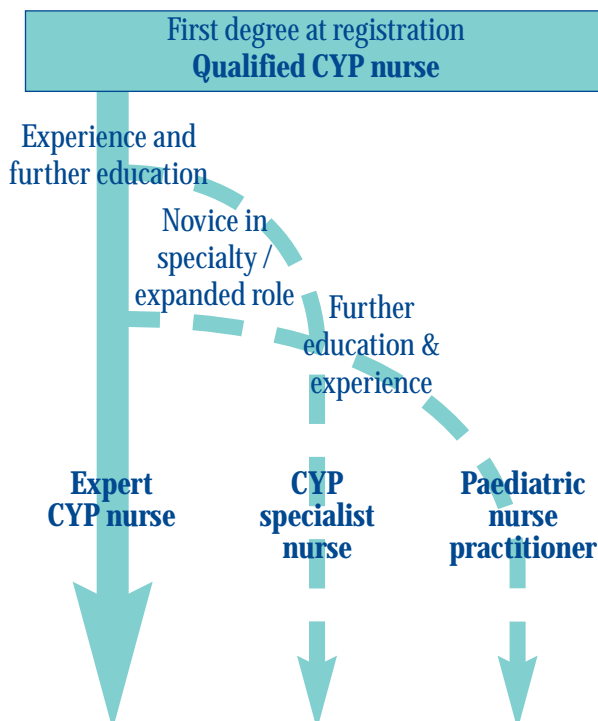
Educational provision and career pathways

This section proposes an educational framework to underpin CYP specialist and expanded nursing roles.

Using the role framework to develop education provision

Components of the CYP role framework need to be underpinned by appropriate education provision, delivered in ways that meet local needs but which also ensure consistency in standards of both practice and education. From a base of first degree at registration, the level of clinical reasoning, care provision, skills and knowledge required for the role/role components dictate the education level and the level of acquired practical experience (see *Figure 2*).

Figure 2: Potential career pathways supported by experience and education



As *Figure 2* shows, core CYP nursing role components can be further developed from registration along the continuum to expert, either as part of specialist or expanded role development or separately, perhaps as part of PREP.

Role profiles agreed at a national level† will provide the basis for curriculum planning, educational commissioning and individuals' career development. For example, the detail of the role descriptors for diabetes specialist nurses agreed by the RCN Paediatric and Adolescent Diabetes Special Interest Group will underpin future CYP educational provision in preparation for such roles.

Types of post-registration education

Five main types of post-registration educational provision support the development of the clinical nursing roles which are required to deliver services to children and young people in the future:

- ◆ induction/orientation to a new clinical area or specialty
- ◆ in-service education with local certification (e.g. IV cannulation and IV drug administration)
- ◆ in-service or other local education with nationally agreed certification (e.g. supplementary and independent prescribing)
- ◆ post-graduate diploma (e.g. specialist neonatal intensive care nursing with nationally agreed accreditation)
- ◆ (Clinical) Masters degree (e.g. nurse practitioner with nationally agreed accreditation).

† UK wide

Education for specialist nursing practice

A CYP specialist practitioner pathway would commence at postgraduate diploma, moving on to Masters level that encompasses a specialist component. Core modules would facilitate shared learning between specialist practitioner pathways.

Figure 3: Proposed educational preparation for the CYP specialist nurse

Novice	Advanced beginner	Competent	Proficient	Expert
Induction to specialty	In-service education + experiential learning (minimum 6-12 months in specialty)	In-service education + experiential learning (minimum of 2 years in specialty)	Post-graduate diploma + experiential learning (minimum of 3 years in specialty)	Masters level [incl. specialist component] + experiential learning (minimum of 5 years in specialty)

Example: paediatric diabetes specialist nurse education

The content of educational provision would encompass:

Induction programme

Overview of care of child/young person with diabetes to include:

- ◆ blood glucose monitoring
- ◆ administration of insulin
- ◆ diet
- ◆ signs of/management of hypoglycaemia/hyperglycaemia
- ◆ role of paediatric diabetes specialist nurse

In-service education

- ◆ supporting a child/young person newly diagnosed with diabetes
- ◆ blood sugar testing and use of meters
- ◆ insulin regimes and devices

Postgraduate award, certificate, diploma and Masters level

- ◆ encompassing specialist paediatric diabetes component
- ◆ dissertation focused on paediatric diabetes

Proposed content and course structure

- ◆ Postgraduate Award: single module
- ◆ Postgraduate Certificate: 3 modules (core modules)
- ◆ Postgraduate Diploma: 6 modules (5 core modules + 1 optional module)
- ◆ Masters level: 8 core modules (5 core modules + 3 optional modules and dissertation focused on paediatric diabetes) – see *Table 4*.

Table 4: Proposed content and course structure for paediatric diabetes specialist nurse education

Core modules	Optional modules include areas such as:
<ul style="list-style-type: none"> ◆ Principles of diabetes care ◆ Further principles in diabetes care ◆ Applied pharmacology and therapeutics in diabetes care ◆ Diabetes patient education – behavioural modification ◆ Research in health care 	<ul style="list-style-type: none"> ◆ Access and equality in health care ◆ Cardiovascular risk ◆ Clinical governance in the NHS ◆ Counselling skills for health care professionals in diabetes ◆ Diabetes and retinopathy ◆ Diabetes and the foot ◆ Diabetes and sexual health ◆ Experiential learning ◆ Health care ethics ◆ Health promotion in primary health care ◆ Hypertension and nephropathy ◆ Insulin initiation and management ◆ Learning in practice ◆ Metabolism and therapeutics in diabetes ◆ Organisations in primary health care ◆ Patient and public involvement in health care ◆ Self management in health

Shared learning in conjunction with those undertaking paediatric nurse practitioner education preparation could encompass: advancing professional practice, clinical assessment, diagnostic skills and decision-making, pathophysiology and pharmacokinetics, working across organisational boundaries

Education for expanded nursing practice

Educational preparation for expanded roles will range from in-service education provision to Masters degree courses (see *Types of post-registration education*, above). There could be shared learning between paediatric nurse practitioner and CYP specialist nurse practitioner educational programmes on aspects such as decision-making, communication and pharmacology.

Figure 4: Example – Paediatric nurse practitioner education

Novice	Advanced beginner	Competent	Proficient	Expert
<p>Paediatric nurse practitioner in training →</p>		<p>Masters level PNP programme [see Table 5]</p>	<p>Masters level PNP programme [see Table 5] + experiential learning/consolidation (2 years experience)</p>	<p>Masters level PNP programme [see Table 5]+ experiential learning (5 years experience)</p>

Paediatric nurse practitioner preparation will be to Masters level over a minimum of one year, encompassing 180 Level M credit theoretical modules and 500 hours clinical placements (see *Table 5*). The paediatric nurse practitioner role descriptors/role components set out in *Table 3* and competencies (see *Appendix C*) underpin this outline curricula content.

Table 5: Proposed curriculum content for paediatric nurse practitioner preparation (adapted from^{9, 16})

Core theme	Modules
<ul style="list-style-type: none"> ◆ Therapeutic communication ◆ Childhood growth and development ◆ Family and cultural dynamics ◆ Advanced paediatric health assessment ◆ Child health promotion/protection and disease prevention ◆ Management of paediatric illness, problems and chronic disease management ◆ Health care delivery systems, policies and standards of practice ◆ Advanced professional role development ◆ Advanced pharmacology ◆ Legal and ethical issues ◆ Advanced paediatric pathophysiology ◆ Evidence-based practice and research ◆ Leadership ◆ Advanced clinical reasoning, critical thinking and creative problem-solving in the assessment and management of child health and paediatric illness 	<ul style="list-style-type: none"> ◆ advanced health assessment; ambulatory care 1, 2, 3; chronic disease management; seminars in advanced paediatrics ◆ pathophysiology; advanced health assessment, ambulatory care 1, 2, 3; pharmacology, chronic disease management; seminars in advanced paediatrics ◆ advanced health assessment; ambulatory care 1, 2, 3; chronic disease management; seminars in advanced paediatrics ◆ pathophysiology; advanced health assessment, ambulatory care 1, 2, 3; chronic disease management; seminars in advanced paediatrics ◆ pathophysiology; advanced health assessment, ambulatory care 1, 2, 3; pharmacology, chronic disease management; seminars in advanced paediatrics ◆ pathophysiology; advanced health assessment, ambulatory care 1, 2, 3; pharmacology, chronic disease management; seminars in advanced paediatrics ◆ advanced professional role development; pathophysiology; advanced health assessment, ambulatory care 1, 2, 3; chronic disease management; seminars in advanced paediatrics ◆ advanced professional role development; ambulatory care 1, 2, 3; chronic disease management; seminars in advanced paediatrics ◆ pathophysiology; advanced health assessment, ambulatory care 1, 2, 3; pharmacology, chronic disease management; seminars in advanced paediatrics ◆ pathophysiology; advanced health assessment; ambulatory care 1, 2, 3; pharmacology; chronic disease management; seminars in advanced paediatrics; research; advanced professional development ◆ pathophysiology; advanced health assessment, ambulatory care 1, 2, 3; pharmacology, chronic disease management; seminars in advanced paediatrics ◆ all programme modules ◆ advanced professional role development; ambulatory care 1, 2, 3; chronic disease management; seminars in advanced paediatrics ◆ advanced professional role development; pathophysiology; advanced health assessment, ambulatory care 1, 2, 3; pharmacology; chronic disease management; seminars in advanced paediatrics

Conclusion

The aim of this work by the RCN is to develop explicit, nationally† agreed role profiles for core, specialist and expanded clinical practice in children's and young people's nursing, in order to:

- ◆ support the practitioner in career planning and personal development
- ◆ guide further role development and educational preparation
- ◆ inform future pay negotiations
- ◆ support managers in workforce planning and in developing role requirements / job descriptions for specific posts.

The RCN Children's and Young People's Field of Practice invites your feedback on the framework and specifications, so that we can update and amend the framework in preparation for the publication of a second version. The planned publication date for version 2 of the document is December 2005.

If you would like to comment on the framework, please write to:

RCN Adviser in Children's and Young People's Nursing

Royal College of Nursing, 20 Cavendish Square, London, W1G 0RN.

The RCN fully supports its members in raising concerns about the care of children and young people. If you feel you are not getting the help you need in your workplace, contact RCN Direct on 0845 772 1066 or ring your local RCN office (contact numbers can be found in your RCN *Members' Handbook*).

† UK wide

Appendix A

Paediatric diabetes specialist nursing roles – job descriptions and person specifications

The role descriptors and role elements contained within the children's and young people's (CYP) nursing role framework have been summarised to produce these job descriptions.

Job description

Post:	<i>Diabetes nurse specialist</i>	<i>Diabetes clinical nurse specialist</i>
Level:	Proficient	Expert
Qualifications:	Registered children's nurse Teaching qualification Postgraduate Diploma encompassing specialist paediatric diabetes component	Registered children's nurse Teaching qualification Masters Degree encompassing specialist paediatric diabetes component
Role summary:	In conjunction with other members of the paediatric diabetes team, co-ordinate care for children and young people with diabetes and their families, assessing, developing, implementing and evaluating programmes of holistic care and providing specialist clinical advice to health care and others. <hr/> Uses clinical judgement and autonomous decision-making concerning the specialist nursing care and management of patients. Undertakes a range of specialist clinical actions <i>within a specific setting</i> following assessment of patient need and care	In conjunction with other members of the multidisciplinary diabetes team, will enable the development of district-wide services for children with diabetes, families and professionals, identifying needs and facilitating the implementation of services whilst setting standards for care. <hr/> Uses clinical judgement and autonomous decision-making concerning the specialist nursing care and management of patients. Undertakes a range of specialist clinical actions across a <i>variety of settings</i> following assessment of patient need and care
		<i>Paediatric diabetes nurse consultant</i> Expert + To provide the highest level of expert nursing practice for paediatric diabetes, acting autonomously and with authority, using advanced knowledge and skills, to shape and develop high quality paediatric diabetes services across the trust and strategic health authority <hr/> <i>NB. Additional expert responsibilities for a nurse consultant are shown in italics</i>

Key responsibilities		
Specialist diabetes care management	<ul style="list-style-type: none"> ◆ Assess, plan, implement and evaluate holistic specialist diabetes nursing care and management of a caseload of children and young people with diabetes in the hospital or home setting ◆ Act as source of specialist advice for children, young people and families on the specialist nursing care and management of diabetes, including the provision of advice on dietary management and the management of acute complications ◆ Provide individual specialist teaching for children, young people and families, facilitating the development of self care skills and knowledge 	<ul style="list-style-type: none"> ◆ Assess, plan, implement and evaluate holistic specialist diabetes nursing care and management of a caseload of children and young people with diabetes in the hospital or home setting ◆ Act as a source of specialist advice for children, young people and families on the specialist nursing care and management of diabetes, including the provision of advice on dietary management and the management of acute complications ◆ Lead and develop specific specialist education and training programmes for children, young people, families and lay carers, facilitating the development of self care skills and knowledge <p><i>Nurse consultant</i></p> <ul style="list-style-type: none"> ◆ <i>Provide expert clinical care for a caseload of children with rare/ unusual forms of diabetes and those with persistently poorly controlled diabetes</i>
Specialist psychological/ psycho-social/ physical and clinical interventions	<ul style="list-style-type: none"> ◆ Provide counselling and support to children, young people and families 24 hours a day ◆ Provide information about diabetes, sick day rules, life-style changes and long-term implications for children, young people and families ◆ Undertake nurse led clinics and baseline assessments ◆ Instigate treatment and adjust insulin according to protocols ◆ Undertake specialist investigations, interpret results and initiate appropriate action 	<ul style="list-style-type: none"> ◆ Develop and evaluate counselling strategies and provide support to children, young people and families 24 hours a day ◆ Provide information about diabetes, sick day rules, life-style changes and long-term implications for children, young people and families ◆ Undertake nurse led clinics, baseline assessments and annual reviews ◆ Instigate treatment and adjust insulin according to protocols ◆ Undertake specialist investigations, interpret results and initiate appropriate action

Key responsibilities		
Practice and service development (including quality)	<ul style="list-style-type: none"> ◆ Contribute to policy, standards and development of specialist diabetes care delivery strategies ◆ Implement and evaluate specialist diabetes care innovations across the catchment area of the organisation 	<ul style="list-style-type: none"> ◆ Formulate policy, standards and specialist diabetes care delivery strategies ◆ Lead the implementation and evaluation of specialist diabetes care innovations across the catchment area of the strategic health authority to meet national and international standards ◆ Identify needs and facilitate implementation of services <p><i>Nurse consultant</i></p> <ul style="list-style-type: none"> ◆ <i>Act as a catalyst for change, challenging professional and organisational boundaries, generating new solutions which will best meet the needs of children and their families</i>
Teaching and education	<ul style="list-style-type: none"> ◆ Provide specialist education/ training for nursing and other professionals 	<ul style="list-style-type: none"> ◆ Lead and develop specific specialist education programmes for nursing and other professionals across all care sectors including education <p><i>Nurse consultant</i></p> <ul style="list-style-type: none"> ◆ <i>Proactively identify educational needs across the strategic health authority area, leading and developing multidisciplinary training and development, lobbying for resources as necessary</i> ◆ <i>Work in partnership with education providers (HEIs) to ensure continuing professional development provision meets local needs, participating in the development of new courses as required</i>
Professional, ethical and legal practice	<ul style="list-style-type: none"> ◆ Act in accordance with NMC <i>Code of Professional Conduct</i> ◆ Act as source of specialist advice for staff on the specialist nursing care and management of diabetes 	<ul style="list-style-type: none"> ◆ Act in accordance with NMC <i>Code of Professional Conduct</i> ◆ Act as a prime source of authority for the specialist advice for staff on the specialist nursing care and management of diabetes
Development of self and others	<ul style="list-style-type: none"> ◆ Maintain own professional development ◆ Support the development of skills and knowledge amongst students and junior members of the team 	<ul style="list-style-type: none"> ◆ Maintain own professional development ◆ Enhance the development of skills and knowledge of team members, providing clinical supervision for junior team members

Key responsibilities		
Leadership	<ul style="list-style-type: none"> ◆ Act as a role model for junior members of staff and non-specialists 	<ul style="list-style-type: none"> ◆ Lead and manage personnel, services and resources, facilitating teamwork through the identification of a shared vision <p>Nurse consultant</p> <ul style="list-style-type: none"> ◆ <i>Contribute to policy making at local, strategic health authority, national and international levels</i>
Research and evidence-based practice	<ul style="list-style-type: none"> ◆ Identify opportunities for clinical audit and research, promoting a culture of research awareness within the specialist area of practice 	<ul style="list-style-type: none"> ◆ Initiate nursing research, clinical audit and development programmes <p>Nurse consultant</p> <ul style="list-style-type: none"> ◆ <i>Undertake research projects in conjunction with education providers (HEIs), participating in the formation of research bids and national centre research and clinical audit activities</i> ◆ <i>Facilitate multidisciplinary and cross sector clinical audit activities</i>
Communication	<ul style="list-style-type: none"> ◆ Maintain effective communication with children, young people and families to impart information about paediatric diabetes to enable informed choices ◆ Establish and maintain effective communication with members of the multidisciplinary team 	<ul style="list-style-type: none"> ◆ Develop and initiate strategies to effectively communicate key messages and information about paediatric diabetes to enable informed choices ◆ Establish and maintain effective communication with members of the multidisciplinary team <p>Nurse consultant</p> <ul style="list-style-type: none"> ◆ <i>Facilitate communication with teams, other centres and networks</i>
Working with other professionals/agencies	<ul style="list-style-type: none"> ◆ Liaise with members of the primary care team and other organisations i.e. schools to provide co-ordinated packages of care 	<ul style="list-style-type: none"> ◆ Liaise with members of the primary care team and other organisations e.g. schools, to provide co-ordinated packages of care
Knowledge and Information management	<ul style="list-style-type: none"> ◆ Interpret and analyse information from a variety of sources to underpin decision-making ◆ Maintain accurate and legible clinical and legal documents 	<ul style="list-style-type: none"> ◆ Interpret and analyse information from a variety of sources to underpin decision-making ◆ Maintain accurate and legible clinical and legal documents
Health, safety and security	<ul style="list-style-type: none"> ◆ Promote best practice in health, safety and security of self and others in area of specialist practice 	<ul style="list-style-type: none"> ◆ Promote best practice in health, safety and security of self and others in area of specialist practice
Equality, diversity and rights	<ul style="list-style-type: none"> ◆ Enable others to exercise their rights and promote equality and diversity 	<ul style="list-style-type: none"> ◆ Lead and implement practices, policies and strategies which enable others to exercise their rights, promotion of equality and diversity

Person specification

Paediatric diabetes nurse specialist

	Essential	Desirable
Professional qualifications	<ul style="list-style-type: none"> ◆ Registered children's nurse ◆ Teaching qualification ◆ Postgraduate Diploma encompassing specialist diabetes component 	
Experience	<ul style="list-style-type: none"> ◆ Minimum of two years' experience caring for children and young people with diabetes 	<ul style="list-style-type: none"> ◆ Experience as a paediatric diabetes link ◆ Experience of working in a community setting
Skills	<ul style="list-style-type: none"> ◆ Excellent communication skills ◆ Teaching and presentation skills ◆ Ability to work in collaboration with other professionals/teams ◆ Knowledge of standards setting, audit and research ◆ Good IT skills 	
Other	<ul style="list-style-type: none"> ◆ Car driver/owner 	

Person specification

Paediatric diabetes clinical nurse specialist

	Essential	Desirable
Professional qualifications	<ul style="list-style-type: none"> ◆ Registered children's nurse ◆ Teaching qualification ◆ Masters Degree qualification encompassing specialist diabetes component 	
Experience	<ul style="list-style-type: none"> ◆ Minimum of five years' experience in paediatric diabetes nursing 	<ul style="list-style-type: none"> ◆ Experience as a paediatric diabetes specialist nurse ◆ Experience of working in a community setting
Skills	<ul style="list-style-type: none"> ◆ Excellent communication skills ◆ Teaching and presentation skills ◆ Research/audit skills and knowledge ◆ Clinical leadership and knowledge ◆ Ability to work in collaboration with other professionals/teams ◆ Time management ◆ Good IT skills 	
Other	<ul style="list-style-type: none"> ◆ Car driver/owner 	

Person specification

Paediatric diabetes nurse consultant

	Essential	Desirable
Professional qualifications	<ul style="list-style-type: none"> ◆ Registered children's nurse ◆ Teaching qualification ◆ Masters Degree qualification encompassing specialist diabetes component 	
Experience	<ul style="list-style-type: none"> ◆ Minimum of five years' experience in paediatric diabetes nursing ◆ Demonstrable teaching experience at diploma level and above 	<ul style="list-style-type: none"> ◆ Experience as a paediatric diabetes specialist nurse at highly specialised level ◆ Experience of working in a community setting
Skills	<ul style="list-style-type: none"> ◆ Excellent communication skills ◆ Proven teaching and presentation skills at diploma level and above ◆ Proven research/audit skills and knowledge ◆ Extensive clinical leadership and knowledge ◆ Ability to work in collaboration with other professionals/teams ◆ Time management ◆ Good IT skills 	<ul style="list-style-type: none"> ◆ Demonstrable participation/ involvement in research and audit activities
Other	<ul style="list-style-type: none"> ◆ Car driver/owner 	

Appendix B

Paediatric nurse practitioner – job description and person specification

The role descriptors and role elements contained in the children's and young people's (CYP) nursing role framework have been summarised to produce these job descriptions.

Job description

Post:	<i>Paediatric nurse practitioner †</i>	
Level:	Proficient	Expert
Qualifications:	Registered children's nurse Teaching qualification Masters Degree qualification	Registered children's nurse Teaching qualification Masters Degree qualification
Role summary:	<p>The paediatric nurse practitioner functions within a clinical team of other professionals, working autonomously in relation to the complete management of children and young people, complementing other professionals in the delivery of high quality service provision.</p> <hr/> <p>Uses clinical judgement and autonomous decision-making in relation to the assessment, diagnosis and management of patients, undertaking a range of clinical actions across professional boundaries within a <i>specific setting or a CYP focused client group</i> following assessment of patient need and care requirements</p>	<p>The paediatric nurse practitioner functions within a clinical team of other professionals, working autonomously in relation to the complete management of children and young people, complementing other professionals in the delivery of high quality service provision.</p> <hr/> <p>Uses clinical judgement and autonomous decision-making in relation to the assessment, diagnosis and management of patients, undertaking a range of clinical actions <i>across a variety of settings or CYP client groups</i> and professional boundaries following assessment of patient need and care requirements</p>

† The role includes the assessment, diagnosis, treatment and management/discharge of patients without reference to a medical practitioner.

Key responsibilities		
Clinical management	<ul style="list-style-type: none"> ◆ Assess, order (and interpret) investigations, undertake practical procedures, make diagnosis and formulate treatment/management plans, including prescribing of medications via PGDs/supplementary or independent prescribing ◆ Refer to consultants/other specialists/members of the multidisciplinary team <p><i>Depending on setting/area of practice:</i></p> <ul style="list-style-type: none"> ◆ Admit and discharge patients for emergency/new admissions including elective patients ◆ Assess and plan care and ongoing management within ambulatory care settings ◆ Undertake transfer and retrieval of children ◆ Manage resuscitation including airway, breathing and circulation management ◆ Undertake outpatient/follow-up assessment ◆ Undertake health promotion/prevention through direct and indirect interventions 	<ul style="list-style-type: none"> ◆ Assess, order (and interpret) investigations, undertake practical procedures, make diagnosis and formulate treatment/management plans, including prescribing of medications via PGDs/supplementary or independent prescribing ◆ Refer to consultants/other specialists/members of the multidisciplinary team <p><i>Depending on setting/area of practice:</i></p> <ul style="list-style-type: none"> ◆ Admit and discharge patients for emergency/new admissions including elective patients ◆ Assess and plan care and ongoing management within ambulatory care settings ◆ Undertake transfer and retrieval of children ◆ Manage resuscitation including airway, breathing and circulation management ◆ Undertake outpatient/follow-up assessment ◆ Undertake health promotion/prevention through direct and indirect interventions
Teaching and education	<ul style="list-style-type: none"> ◆ Educate children, young people and parents about assessment process, rationale for undertaking tests/investigations, subsequent results and plan of care/treatment ◆ Participate in induction/orientation of junior doctors and other staff 	<ul style="list-style-type: none"> ◆ Educate children, young people and parents about assessment process, rationale for undertaking tests/investigations, subsequent results and plan of care/treatment ◆ Participate in induction/orientation of junior doctors and other staff
Quality of health care practice (including service and practice development)	<ul style="list-style-type: none"> ◆ Contribute to clinical protocols, policies and standards development related to the assessment and management of a focused CYP client group/specific setting ◆ Recommend, implement and evaluate innovations in practice 	<ul style="list-style-type: none"> ◆ Formulate clinical protocols, policies and standards related to the assessment and management of a broad range of CYP client groups or across settings ◆ Lead the implementation and evaluation of innovations in practice
Working with other professionals/agencies	<ul style="list-style-type: none"> ◆ Liaise with other professionals and agencies to develop and provide co-ordinated packages of care 	<ul style="list-style-type: none"> ◆ Liaise with other professionals and agencies to develop and provide co-ordinated packages of care

Key responsibilities		
Professional, ethical and legal practice	<ul style="list-style-type: none"> ◆ Act in accordance with NMC <i>Code of Professional Conduct</i> 	<ul style="list-style-type: none"> ◆ Act in accordance with NMC <i>Code of Professional Conduct</i>
Development of self and others	<ul style="list-style-type: none"> ◆ Maintain own professional development ◆ Support the development of skills and knowledge amongst junior members of the team 	<ul style="list-style-type: none"> ◆ Maintain own professional development ◆ Enhance the development of skills and knowledge of team members, providing clinical supervision for junior team members
Leadership	<ul style="list-style-type: none"> ◆ Act as a role model for junior members of the multidisciplinary team 	<ul style="list-style-type: none"> ◆ Act as a role model for junior members of the multidisciplinary team
Research and evidence-based practice	<ul style="list-style-type: none"> ◆ Identify opportunities for clinical audit and research, promoting a culture of research awareness within area of practice 	<ul style="list-style-type: none"> ◆ Initiate research, clinical audit and development programmes, including evaluation of expanded practice
Communication	<ul style="list-style-type: none"> ◆ Maintain effective communication with children, young people and families to impart information to enable informed choices ◆ Establish and maintain effective communication with members of the multidisciplinary team 	<ul style="list-style-type: none"> ◆ Develop and initiate strategies to effectively communicate key messages and information to enable informed choices ◆ Establish and maintain effective communication with members of the multidisciplinary team
Knowledge and information management	<ul style="list-style-type: none"> ◆ Interpret and analyse information from a variety of sources to underpin decision-making ◆ Maintain accurate and legible clinical and legal documents 	<ul style="list-style-type: none"> ◆ Interpret and analyse information from a variety of sources to underpin decision-making ◆ Maintain accurate and legible clinical and legal documents
Health, safety and security	<ul style="list-style-type: none"> ◆ Promote best practice in health, safety and security of self and others in area of specialist practice 	<ul style="list-style-type: none"> ◆ Promote best practice in health, safety and security of self and others in area of specialist practice
Equality, diversity and rights	<ul style="list-style-type: none"> ◆ Enable others to exercise their rights and promote their equality and diversity 	<ul style="list-style-type: none"> ◆ Lead and implement practices, policies and strategies which enable others to exercise their rights, promotion of equality and diversity

Person specification

Proficient level paediatric nurse practitioner (PNP)

	Essential	Desirable
Professional qualifications	<ul style="list-style-type: none"> ◆ Registered children's nurse ◆ Teaching qualification ◆ Masters Degree PNP qualification 	<ul style="list-style-type: none"> ◆ PALS or APLS
Experience	<ul style="list-style-type: none"> ◆ Minimum of two years' post-registration experience as a PNP ◆ Working across professional boundaries ◆ Working autonomously ◆ Involvement with audit and implementation of change 	
Skills	<ul style="list-style-type: none"> ◆ Excellent organisational and communication skills ◆ Ability to work in collaboration with other professionals/teams ◆ Clinical decision-making and critical thinking skills ◆ Assertiveness skills ◆ Ability to initiate, manage and sustain change ◆ Highly developed clinical skills ◆ Teaching skills ◆ Research/audit skills and knowledge ◆ Time management ◆ Good IT skills 	

Person specification

Expert level paediatric nurse practitioner

	Essential	Desirable
Professional qualifications	<ul style="list-style-type: none"> ◆ Registered children's nurse ◆ Teaching qualification ◆ Masters Degree PNP qualification 	<ul style="list-style-type: none"> ◆ PALS or APLS
Experience	<ul style="list-style-type: none"> ◆ Minimum of five years' post-registration experience as PNP ◆ Working across professional boundaries ◆ Working autonomously ◆ Involvement with audit and implementation of change 	
Skills	<ul style="list-style-type: none"> ◆ Excellent organisational and communication skills ◆ Ability to work in collaboration with other professionals/teams ◆ Clinical decision-making and critical thinking skills ◆ Assertiveness skills ◆ Ability to initiate, manage and sustain change ◆ Highly developed clinical skills ◆ Teaching skills ◆ Research/audit skills and knowledge ◆ Time management ◆ Good IT skills 	

Appendix C

Paediatric nurse practitioner competencies

(adapted from the National Organisation of Nurse Practitioner Faculties, USA 9)

Assessment of health status

1. Obtains and documents a relevant history
2. Performs age-appropriate screening for developmental and behavioural concerns i.e. speech/language development, learning disabilities, and behavioural/mental health concerns
3. Assesses the child/young person's developmental theories, recognising individual differences in temperament, reactions to selected developmental tasks/situational crises, and coping styles/strategies
4. Identifies and analyses factors that affect the child's growth and development such as genetic background, prenatal factors, temperament, family and cultural influences, parenting style, environmental milieu (e.g. nursery, school)
5. Adapts and performs history and screening procedures according to the child's developmental age, behaviour and reason for contact.
6. Performs and records a complete, accurate and systematic paediatric physical assessment.
7. Recognises variations of normal including genetic, ethnic, physiologic, anatomic and developmental differences.
8. Assesses for evidence of child abuse/neglect and the effects of violence on the child. Additionally identifies situations and conditions of the child, family, school and community that put the child at risk for abuse/neglect; identifies behavioural signs in the child that are associated with abuse/neglect; and differentiates normal

physical findings or health practices from those findings of child abuse/neglect.

9. Analyses the family system to identify factors that influence the health of the child including: parent occupation/education/developmental level; family support system; family dynamics; family values and beliefs; family management style; family stressors; social morbidities including poverty and illiteracy; management of and coping with acute/chronic illness.
10. Assesses patient's health risks including: developmental level; genetic/family history; immunisation status; nutritional status; risk-taking behaviour; environmental factors; family issues; social support.
11. Assesses patient's and family's knowledge and behaviour with regard to leading health indicators including: physical activity; eating disorders; tobacco use; substance use and misuse; responsible sexual behaviour; mental health; injury and violence; environmental quality; immunisations and access to health care.

Diagnosis of health status

1. Differentiates between normal and abnormal development in relation to anatomical, physiological, motor, cognitive, psychological findings and the social behaviour of the child.
2. Identifies the aetiology, natural history, developmental considerations, pathogenesis and clinical manifestations of disease processes in children.
3. Identifies nutritional conditions and behavioural feeding issues.
4. Orders and interprets age and situation appropriate screening, laboratory, and other diagnostic tests including: FBC, urinalysis, ova and parasite, X-rays, urine culture, etc.
5. Collaborates in the diagnosis of children with special health needs and disabilities.
6. Seeks consultation, advice and referral appropriately from the multidisciplinary team.

Plan of care and implementation of treatment

1. Promotes healthy nutritional practices including promotion and management of breast-feeding, national nutrition guidelines, and healthy nutritional intake considering food preferences, cultural practices and food sensitivities.
2. Provides interventions to modify behaviour associated with health risks such as tobacco, substance use/misuse, lack of physical activity, nutritional patterns, sexual activity and violence.
3. Refers children with developmental disabilities and chronic illness to appropriate community services, family support, and specialty care as needed.
4. Incorporates health objectives into individual education plans for children with special needs.
5. Assists the parent/child in coping with developmental behaviours and in facilitating the child's developmental potential.
6. Manages paediatric illness/conditions, injuries and behavioural problems in children.
7. Performs a variety of acute/primary care interventions/procedures such as suturing, splinting, smear tests, phlebotomy, cannulation and culturing as appropriate.
8. Develops, implements and evaluates health maintenance and health promotion services for the child/family by incorporating teaching, counselling, anticipatory guidance and parental support into paediatric nurse practitioner (PNP) care provision.
9. Develops, implements and evaluates a variety of counselling and supportive strategies as appropriate (for example, CAMHS actions).
10. Activates child protection services and other resources on behalf of children at risk.
11. Prescribes appropriate drugs and other therapies recognising pharmacodynamic and pharmacokinetic processes and the effects of drug selection and dosing regimens on children.
12. Collaborates in the transition planning for adult health care services.
13. Applies research that is child-centred and contributes to positive change in the health and health care delivered to children.
14. Seeks consultation, advice and referral appropriately from the multidisciplinary team.

Relationships between child/young person/family and clinician

1. Creates a climate of mutual trust and establishes partnerships with children and families that acknowledge their strengths and assists them in addressing their needs.
2. Adapts the relationship between PNP and patient/family to the changing nature of the child's cognitive, physical and psychosocial development.
3. Communicates effectively with children of all developmental levels.
4. Communicates effectively with family members, including multi-generational family members.
5. Maintains confidentiality while communicating information, plans of care and results in a manner that preserves the dignity and privacy of the child and provides a legal record of care.
6. Considers the unique needs of adolescents and children in care with regard to their autonomy in health care access and management.

Teaching

1. Assesses the child and family's on-going and changing needs for teaching based on: the child's growth and developmental stage; specific skills requisite for care management; and the child and family's understanding of the health issue.
2. Provides anticipatory guidance that is age and/or developmentally appropriate.
3. Advises and supports effective parenting skills.
4. Assists the child in assuming responsibilities for self-care and healthy behaviours in accordance with age and developmental readiness.

5. Negotiates a plan of care that is mutually acceptable to both the child and family.
6. Monitors behaviours and specific outcomes as a useful guide to evaluating the effectiveness and need to change or maintain teaching/coaching strategies.
7. Coaches the child and family through the application of modelling, tutoring, supporting, encouraging, empathising and advocacy behaviours.

Develops and implements the PNP role

1. Interprets the PNP role to other health care providers and the public.
2. Uses scientific theories and research to implement the PNP role.
3. Functions in a variety of role dimensions as necessary including: health care provider, co-ordinator, consultant, educator, coach, advocate, researcher and leader.

Directs care

1. Prioritises, co-ordinates and meets multiple needs for culturally diverse children and families.
2. Uses sound judgement in assessing conflicting priorities and needs.
3. Obtains advice, consultation and referral for children as required.
4. Acts as an advocate for the child and family to ensure health needs are met.
5. Incorporates current technology appropriately in care delivery.
6. Uses information systems and technology to support decision-making and to improve care.

Provides leadership

1. Recognises the importance of participating in professional and community organisations that influence the health of children and supports the role of PNP
2. Serves as a resource in the design and development of paediatric community-based health services.
3. Participates in legislative policy-making activities that influence advanced nursing practice and the health of children, young people, families and communities.
4. Advocates for access to appropriate and quality health care for children.
5. Recognises the relationship between acute/community/public health issues and social problems as they impact on the health of children and their families (e.g. poverty, violence, illiteracy).

Managing and negotiating health care delivery

1. Maintains current knowledge of the organisation of care for children within the larger health system, including local and regional referral sites.
2. Participates in organisational decision-making about child health and uses data from information systems to improve practice.
3. Demonstrates knowledge of relevant regulations for paediatric nurse practice including the NMC *Code of Professional Conduct* and other applicable legislation.
4. Collaboratively assesses, plans, implements, evaluates and refers to other health care professionals as necessary.
5. Participates as a member of the multidisciplinary team through the development of collaborative and innovative practices.

Ensuring quality of health care practice

1. Interprets own professional strengths, role and scope of practice to children, families and colleagues.
2. Incorporates professional and legal standards into practice.
3. Acts ethically to meet the needs of children and their families.
4. Monitors public issues that impact on the delivery of health care services for children and their families
5. Assumes accountability for own practice.
6. Engages in clinical supervision and self-reflection to improve care and practice for children and their families.
7. Collaborates and consults with other member of the health care team as appropriate
8. Uses an evidence-based approach to the management of child health and illness including the critical application of research findings relevant to the management of children and their families.
9. Evaluates the child's response to care and the effectiveness of care provided.
10. Uses the outcomes of care to revise subsequent management plans.
11. Accepts personal responsibility for continuing professional development and the maintenance of professional competence and credentials.

Monitoring quality of health care practice

1. Monitors the quality of own practice and participates in continuous quality improvements.
2. Monitors current research and policy guidance in order to improve quality of care.

Culture and diversity

1. Recognises the influence of cultural variations and spiritual beliefs on child health practices including child rearing, nutrition, and family dynamics.
2. Shows respect to the inherent dignity of every child and family irrespective of their age, gender, religion, socio-economic class, sexual orientation, ethnicity or cultural group.
3. Acknowledges own personal biases and prevents these from interfering with the delivery of quality care to children and families from other cultures.
4. Develops and/or accesses child and family appropriate educational materials that address their language and cultural beliefs.

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Notes

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