

Children's and young people's cardiac nursing:

RCN guidance on roles,
career pathways and
competence development





Royal College
of Nursing

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RCN competences:

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

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1

Introduction

This is the first document to report on the nursing standards developed and included within the Safe and Sustainable Cardiac Surgery programme (NSCG, 2009). Additionally, this document sets out the vision for children's cardiac nursing career pathways and includes a competence framework.

The role descriptions and competence framework contained in this document were developed by the Royal College of Nursing (RCN) and the Congenital Cardiac Nurses Association (CCNA) to enhance the clinical care that children and young people (CYP) with congenital heart disease receive.

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

Because different roles require varying levels of competence, depending on the nature of the work and level of responsibility, this framework considers roles spanning levels 5-9 of the career pathway (DH, 2006).

Children's cardiac nursing

The Safe and Sustainable (S&S) Children's Heart Surgery programme commenced in 2006, following a national workshop attended by representatives from professional and patient groups which concluded that the current configuration of children's heart surgery services in England were not sustainable (Brawn cited in NSCG, 2009, p.5). The work of the S&S Steering Group additionally considered earlier recommendations made by the Paediatric and Congenital Cardiac Services Review (DH, 2003) following the Bristol Royal Infirmary Inquiry (Kennedy, 2001; Cook, 2010).

Currently there are 11 children's heart surgery centres in England. However fewer, larger centres of excellence delivering the best possible care for children and their families have been recommended (NSCG, 2010). This recommendation arises from the present concern that

some of the smaller centres are unable to provide the best possible service because they do not see a sufficient range of cases and do not have 24-hour cover. Fewer and larger centres are expected to guarantee that experienced surgical teams 'used to performing complex operations' are available around the clock to respond to emergencies, thus 'avoiding unnecessary cancellations and reducing the risk of services being suspended' (Shribman cited in NSCG, 2010, p.3; Cook, 2010). The new children's cardiac network will work together to provide a seamless service for families.

The proposed changes mean that children's heart surgery centres will not be 'local' for all children and families. All children requiring surgery or interventional procedures will be referred to one of these larger specialist surgical centres (SSCs). Geographically this may mean longer journeys for some families, however ongoing management and non-interventional procedures will take place in the children's cardiology centres (CCCs), which may be nearer home. The two centres (SSCs and CCCs) will be part of a network (see Figure 1.1) which includes the paediatric peripheral cardiology services (PCPS) available in some local hospitals (NSCG, 2010; Cook, 2010). Ultimately, networking and the implementation of national network standards and guidelines will be key to the planned developments.

The draft S&S standards published in September 2009 (NSCG, 2009) focused heavily upon surgical and cardiology services, with limited consideration being given to the future of nursing services within the specialty. In November 2009 the Executive Committee of the Congenital Cardiac Nurses Association (CCNA) began collaborating with the Adviser in Children and Young People's Nursing at the Royal College of Nursing (RCN) to ensure nurses' voices were heard.

Following a summit in January 2010, which involved approximately 40 children's cardiac nursing experts, specific standards were developed to enhance the nursing care of children and young people with congenital heart disease, and provide innovative career pathways for CYP nurses. These additions to the draft standards were positively supported by the S&S Steering Group. The standards were graded as either:

Mandatory Red

- Must be in place immediately once designated
- Any failure or change in status would prompt immediate review of mandatory designation status

Figure 1.1 – Proposed new model for children’s cardiac surgery services (NSCG, 2010)



Mandatory Amber

- Following designation, robust plans/intentions must be in place to achieve all outstanding mandatory standards within a timescale agreed with NHS commissioners
- Any failure or change in ability to meet the standard within the agreed timescale would prompt immediate review of designation status.

Further information on these mandatory standards can be found in Section 2 of this document.

What can we learn from other specialty areas?

Specialist children’s services, such as children’s oncology, are increasingly being delivered via a network approach

and therefore experience exists with regards to service developments and career pathway modernisation, which can be learnt from.

Within this network approach children’s cardiac nurses have a key role across the entire pathway. They are supported by a range of others, including community children’s nurses, to facilitate care at home, early discharge, and provide access to specialist advice and expertise. Ways of working for the lead nurse, clinical educators, consultant nurses, children’s cardiac nurse specialists and advanced children’s cardiac nurse practitioners will include in-reach and outreach to and from children’s cardiology and children’s cardiac surgical centres.

Nurses working across the network in this way will need contracts that reflect this cross-centre role. Team building, collaboration and communication will also be enhanced through regular network meetings as well as national network meetings to incorporate all key nursing roles.

Clear career pathways (see Figure 1.3) need to be in place to ensure service development, succession planning and consistency, in order to maintain a high standard of nursing care for children and young people and their families.

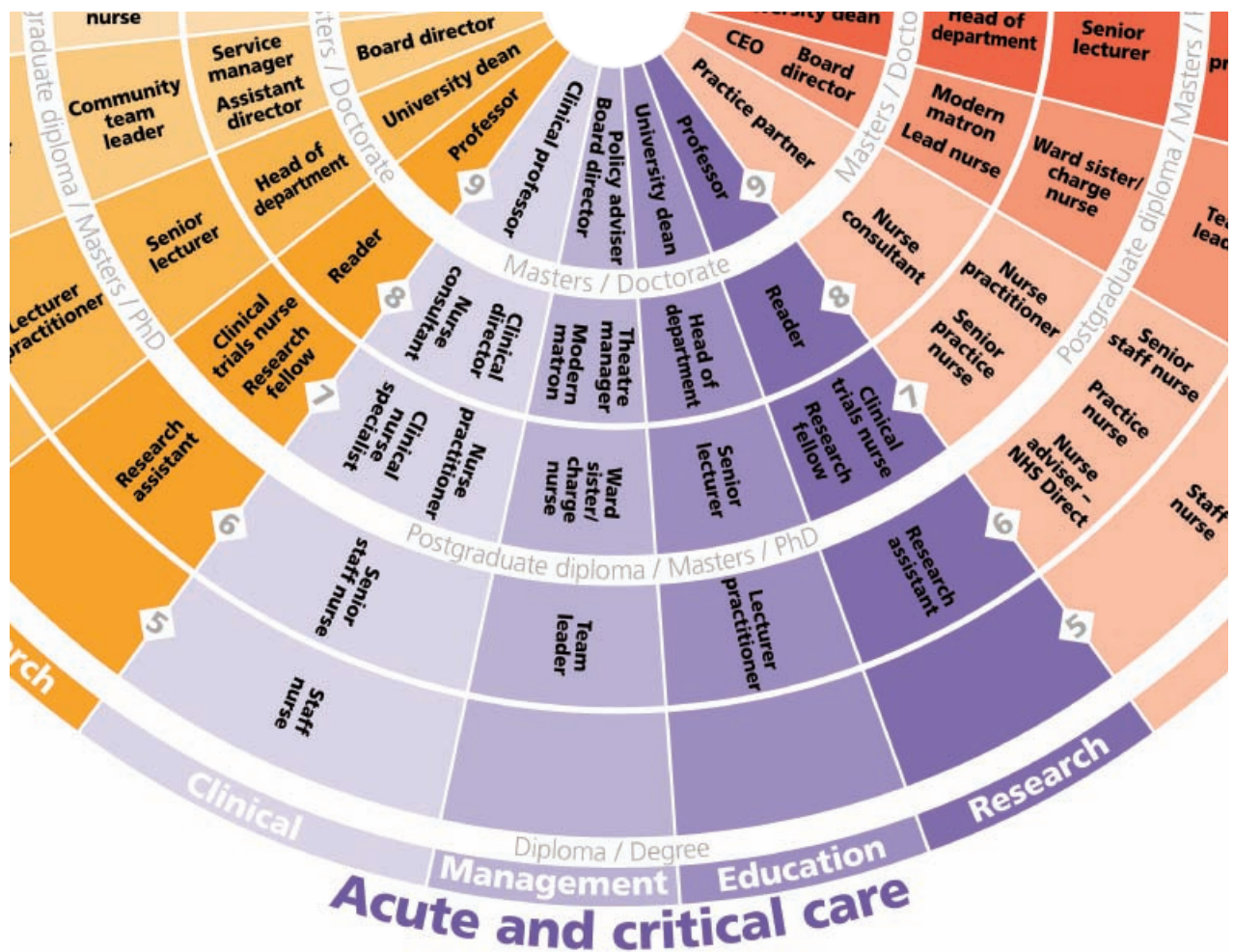
Career pathway for children’s cardiac nursing

The health service and nursing roles are continuously evolving, providing opportunities for creative thinking in the development of innovative new roles that meet the needs of contemporary health care. The need for flexibility and the development of career pathways has been highlighted in *Modernising nursing careers: setting the direction* (DH, 2006), (see Figure 1.2).

Whilst some nursing roles have been designated mandatory within the Safe and Sustainable Standards (see Section 2), an important opportunity to consider the future vision for CYP nursing within the cardiac specialty has arisen as part of this work.

The proposed structure and career framework encompasses clinical, management and leadership, education and research roles (see Section 3).






Figure 1.2 – Modernising nursing careers: setting the direction (DH, 2006)



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

For nurses currently working anywhere within the network there needs to be clear opportunities for progression both academically and professionally. Figure 1.3 demonstrates a career pathway for congenital cardiac nursing that follows a skills escalator approach, assisting individuals to identify a relevant study path for their level of experience and qualification (Gaskin, 2011). For example, progression from staff nurse to ward sister/charge nurse indicates specific development of clinical knowledge and skills as well as appropriate academic enhancement. The skills and knowledge required of nurses at varying levels is considered in Sections 3 and 4 of this document, while core and continuing educational needs are reflected upon in Section 5.

Figure 1.3 – Career pathway, congenital cardiac nursing (Gaskin, 2011)

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

Purpose and scope of this framework

This framework focuses on knowledge, skills and interventions that are enhanced or specific to nurses working in children's cardiac nursing. Although the intention is for this framework to have a stand-alone function, it should be used in conjunction with other frameworks that focus on core skills and competences for all registered nurses. The specific frameworks developed by specialist nurses can also be used to support and enhance nursing practice.

Benefits of the framework

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

Nurses benefit because it helps to:

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

Employers benefit because it provides:

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

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

- consistently high standards of patient care
- increased effectiveness of service provision
- improved access and care provision choice.

Using the framework

The framework should be used as a tool to guide practice and meet clinical aims and objectives. It can also be used for personal development plans and may be used by mentors and managers in the performance appraisal process.

The framework needs to be used in conjunction with local and national guidelines, incorporating the KSF and National Occupational Standards. It should be used for:

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

It must be recognised that a nurse specialist working in the field of children's cardiac nursing undertakes a vast role. Currently there are very different job descriptions, and therefore not every competence is relevant to each practitioner. However, with the implementation of the S&S recommendations and agreed standards there will be standardisation of CCNS roles.

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

2

Key nursing roles across the children's cardiac network

Introduction

Specific nursing standards were developed and incorporated into the Safe and Sustainable Standards to enhance the nursing care of children and young people (CYP) with congenital heart disease, while providing innovative career pathways for CYP nurses. The standards (as detailed below) have currently been graded as either:

Mandatory Red

- Must be in place immediately once designated
- Any failure or change in status would prompt immediate review of mandatory designation status

Mandatory Amber

- Following designation, robust plans/intentions must be in place to achieve all outstanding mandatory standards within a timescale agreed with NHS commissioners
- Any failure or change in ability to meet the standard within the agreed timescale would prompt immediate review of designation status.

Clinical: lead nurse for the network (level 8)

Mandatory Red

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

component of the role, developing and building links between staff to ensure streamlined care for children and their families.

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

This involves creating an efficient, comprehensive and integrated approach to multi-professional working and in leading the strategic development of the service across the network, in line with the individual hospital's protocols and guidelines and relevant national policies (see the example job description at Appendix 1).

The lead nurse will be responsible for:

- advancing the development and practice of evidence-based children's cardiac nursing
- leading the development and delivery of child and family focused cardiac care and support
- developing and implementing effective nursing communications across the network
- maintaining his/her own clinical practice, which must be 20 per cent of his/her time over the period of a month
- leading nursing research and development (R&D), developing multi-disciplinary R&D, working with the medical R&D lead.

Children's cardiac nurse specialist (level 7-8)

It is expected that the Children's Cardiac Nurse Specialist (CCNS) role will be a minimum AfC band 7. There will be a range from AfC band 6- 8.

The proposed nursing standards include the development of a CCNS team. This team will be an integral part of a

wider cardiac liaison team for the network that includes fetal nurse specialists, transition nurses and other health and social care professionals. The CCNS team will collaborate across the network and could encompass the whole age trajectory, including the grown-up congenital heart (GUCH) nurse specialists.

The CCNS team of nurses (previously known as cardiac liaison nurses) will:

- provide practical information, education and emotional support to children, young people and their families
- provide continuity between home, community and hospital cardiac care, ensuring continuity of care and effective communication across all boundaries throughout the child and young person's cardiac care pathway
- assess the holistic needs of children, young people and their families
- work in partnership with children, young people and their families to meet identified needs, planning, negotiating, implementing and evaluating an agreed plan of care
- co-ordinate and facilitate out-of-hospital care delivery and provision of support for the child/young person and his/her family
- act as an expert resource for the multidisciplinary team, providing specialist education and teaching to community and education colleagues.

The CCNS team will consist of nurses at level 6, 7 and 8 (*Integrated core career and competence framework for registered nurses*, RCN 2009). The children's cardiac nurse specialist (level 7/8) will practice autonomously as a core member of the wider 'Cardiac Liaison Team' and within the broader multi-disciplinary team. Career pathways will ensure that each CCNS has experience in all aspects of the service. The expert CCNS role (level 7) should also reflect the ANP description (see Section 3) with the potential for a career pathway to consultant nurse (level 8).

Rotation (possibly for 6-12 months) into the team will provide a development opportunity for level 6 (experienced/proficient) nurses, enabling them to learn about the role of the CCNS whilst developing transferable knowledge and skills to support the work of the team. This development post would not be expected to undertake autonomous practice, but this approach will enable succession planning for the future of the CCNS team.

The children's cardiac nurse specialist service is fundamental to the development of a high quality CYP cardiac service, and as such should be resourced and maintained to cover the whole clinical network. Their role

is universally appreciated by children, young people and their families. All children, young people and their families should have equitable access to their service throughout the patient's journey.

A **Mandatory Amber** status has been given to the following standards relating to the children's cardiac nurse specialist roles:

- a minimum of seven whole-time equivalent (WTE) children's cardiac specialist nurses (CCNS) working in a functioning children's cardiac liaison team; the number of required nurses will depend on geography, population and size of the network
- tertiary centres must demonstrate that the role of each children's cardiac specialist nurse meets the minimum requirements of the RCN role description.

Children's cardiac transition nurse for the network (level 7/8)

Mandatory Amber

Each network shall have a minimum of one designated transition nurse. The children's cardiac transition nurse (CCTN) will practice autonomously as a core member of the children's cardiac liaison team across the network, to include intra-professional collaboration with the CCNS, GUCH nurse specialist and within the wider multi-disciplinary team. Again, the expert CCTN role (level 7) should also reflect the ANP description (see section 3) with the potential for a career pathway to Consultant Nurse (level 8).

The purpose of the CCTN role is to:

- facilitate transition from children's to adult services, engaging, educating and empowering young people to make decisions, manage their treatment regimes, to recognise any deterioration or acute episodes requiring immediate specialist attention and how to access the necessary support
- provide expert advice and support to members of the hospital and community teams
- provide specialist nursing care, support and advice to congenital heart disease patients
- act as an advocate for the young person and their family, giving expert support and advice based on best practice
- act as an expert, clinical role model and leader in transitional care for all staff
- collaborate with colleagues in adult centres to ensure transition process is effective.

Children’s cardiac clinical nurse educator (level 7)

Mandatory Amber

A number of children’s cardiac clinical nurse educators must be provided across the network, sufficient to deliver standardised training and education competence-based programmes. The competence programmes will commence with preceptorship for newly qualified nurses and must subsequently focus on the acquisition of knowledge and skills such as diagnosis, assessment and treatment, facilitating and evaluating care, evidence-based practice and communication.

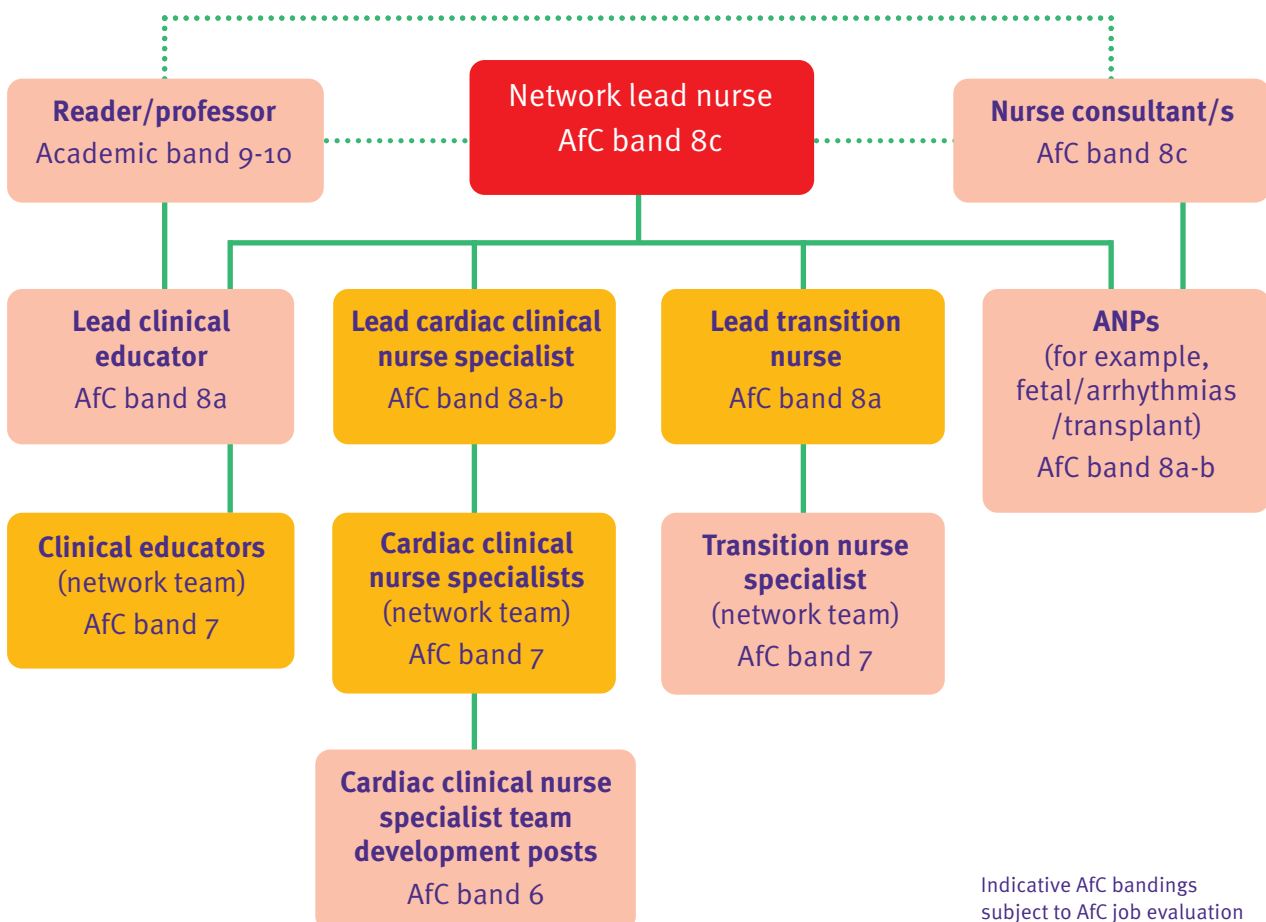
The aim of the children’s cardiac clinical educator role is to work in conjunction with the lead nurse for the network in leading the development and implementation of the

nursing education vision across the network. The post holder will work autonomously to deliver an effective strategy for education and training within the context of evidence-based practice using research, audit, clinical guidelines and pathways of care. Effectiveness of the education process will be evident through measurement of nurse sensitive outcome measures. Close collaboration with the other children’s network cardiac educators is essential.

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

Nursing staffing across the network

Figure 2.1 – Key nursing roles across the network



Indicative AFC bandings
subject to AFC job evaluation

Mandatory Red

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

Additional nursing roles

- With reference to section C29 of the S&S Final Standards document (NSCG, 2009) it has been recognised that it will be difficult to appoint an 'infection control nurse experienced in the needs of paediatric cardiac surgery patients'. However, networks should plan to employ an infection control nurse who can gain experience of these patients once employed in the role.
- Registered children's nurses working in community settings, including primary and pre-hospital care, must have the required competence, knowledge and skills to assess ill children and young people with congenital heart disease, and have advanced communication skills. Specialist competence, knowledge and skills will be required if providing complex and palliative care to children and young people who are technologically dependent (for example, on long term ventilation).
- Registered children's nurses working in theatres, interventional suites, emergency care and assessment units must have the required competence, knowledge and skills to care for children and young people with congenital heart disease, and have completed paediatric intermediate life support education.

3

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

Introduction

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

Children's cardiac nurse consultants (level 8)

Note: these roles may focus in specific areas, for example, surgery, transplant, arrhythmias, pulmonary hypertension, cardiac intensive care unit.

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

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

She/he will provide highly specialised professional advice, consultancy and clinical expertise in practice. Leadership

skills will promote both internal and external networking opportunities, facilitation and management of change through collaboration.

As well as project-specific audit and research evaluation schemes, a contribution to research and clinical governance on a broader basis will also be sought. The consultant nurse would support modernisation strategies through service development and be engaged in the education and development of CYP cardiac nurses both in terms of their existing role and that of highly specialised roles. The nurse consultant will be expected to work in close collaboration with other key nursing post holders such as lead nurses, clinical educators and the reader/professor and hold an honorary academic contract with local higher education institutions.

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

These institution post holders are experienced clinical practitioners with a higher specialist level of clinical expertise and theoretical knowledge, having studied to at least MSc level. Higher level clinical decision-making will be evident within management of the post holder's own caseload, spending 80 per cent of their time in direct clinical practice (*Advanced nursing practice roles*, Scottish Government 2008). The post holder will liaise closely with the lead nurse and other key nursing postholders for the network. It is envisaged that there will be advanced practitioners across the network in all areas: wards (covering outpatients), day care/pre-admission; high dependency; intensive care/surgery; liaison team/pre and post admission.

The post holder will demonstrate the following characteristics:

- expert practitioner
- professional leadership and consultancy
- educational preparation (minimum MSc)
- practice and service development, research and evaluation.

(NHSE Health Service, September 1999)

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

The post will reflect NHS and academic collaboration, leading and developing congenital cardiac nursing research, and implementation of evidence-based practice across all children's cardiac networks. The post holder will work collaboratively with other key nursing post holders such as lead nurses, consultant nurses, advanced practitioners and clinical educators to produce high quality research outputs, and contribute not only to the academic development of staff and students within both organisations but progress the development of a dedicated nursing research-focused infrastructure within the NHS. The post holder will have a PhD in a relevant clinical practice discipline or equivalent professional experience, current professional accreditation as a nurse, and experience of congenital cardiac nursing.

4

The Knowledge and Skills Framework for children's cardiac nurses

Introduction

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

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

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

Progression through the levels will obviously be different for each nurse, depending on context, level of skill, performance appraisal and individual objectives.

However, it is envisaged that movement towards 'experienced' (level 6) should occur after being in post for approximately 18 months to two years. Dependant on the patient population, workload, and individual needs, the children's cardiac nurse should be achieving 'expert' (level 7) status after approximately five years in post. It should be stressed that nurses should always be working to advance their practice (NMC, 2008b).

4.1 Core dimensions

No.	Core dimensions for children's cardiac nursing	Practitioner competent nurse (level 5)	Senior practitioner experienced/proficient nurse (level 6)	Children's cardiac specialist-practitioner Expert Nurse must be level 7	Advanced practitioner (level 7)	Lead clinical educator (level 7)	Consultant nurse for the network (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
1	Inter-professional working across the children's cardiac service network	Green	Light Green	Green	Light Green	Light Green	Light Green	Light Green	Light Green
2	Active inter-professional working across the children's cardiac service network	Light Green	Green	Green	Green	Green	Green	Green	Green
3	Understanding of role and position within the network	Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
4	Utilising role and position within the network to influence care delivery	Light Green	Green	Green	Green	Green	Green	Green	Green
5	Time management skills	Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
6	Time management skills of self and others	Light Green	Green	Green	Green	Green	Green	Green	Green
7	Recognise when to seek support and advice	Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
8	Supporting and advising active role model	Light Green	Green	Green	Green	Green	Green	Green	Green
9	Use of communication tools (SBAR) and paediatric early warning systems	Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
10	Promoting SBAR and paediatric early warning (PEW) in the clinical setting to improve patient outcome	Light Green	Green	Green	Green	Green	Green	Green	Green
11	Advocate for the child and young person	Green	Light Green	Green	Light Green	Light Green	Light Green	Light Green	Light Green
12	Advocate for the child and young person within children's cardiac specialist nursing	Light Green	Green	Green	Green	Green	Green	Green	Green
13	Caseload management	Light Green	Light Green	Green	Green	Light Green	Green	Light Green	Light Green
14	Provision of expert advice and support across multi-professional groups	Light Green	Light Green	Green	Green	Green	Green	Green	Green
15	Clinical and professional leadership	Light Green	Light Green	Green	Green	Green	Green	Green	Green
16	Empower young people, families and health care professionals	Green	Green	Green	Green	Green	Green	Green	Green
17	Develop and implement nurse led initiatives to advance the quality of patient and family care	Light Green	Light Green	Green	Green	Green	Green	Green	Green
18	Utilise role and position to evaluate service and identify shortfalls impacting on care delivery	Light Green	Light Green	Green	Green	Green	Green	Green	Green
19	Lead on inter-professional working, co-ordinating transition to adult services across the network, working closely with the liaison team.	Light Green	Light Green	Green	Light Green	Light Green	Light Green	Light Green	Light Green
20	Evaluate resource utilisation ensuring quality and efficiency	Light Green	Light Green	Light Green	Green	Green	Green	Green	Green
21	Lead on inter-professional working across the network, working closely with lead nurse	Light Green	Light Green	Green	Green	Green	Green	Green	Green
22	Change agent in practice, policy development and education	Light Green	Light Green	Green	Green	Green	Green	Green	Green

4.2 Specific dimensions

No. Specific dimensions for children’s cardiac nursing

No.	Specific dimensions for children’s cardiac nursing	Practitioner competent nurse (level 5)	Senior practitioner experienced/proficient nurse (level 6)	Children’s cardiac specialist practitioner (level 6)	Expert Nurse must be level 7	Advanced practitioner (level 7)	Lead clinical educator (level 7)	Consultant nurse for the network (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
1	Knowledge and skill in promotion of heart health, including provision of advice on diet, exercise, medications, stress and psychosocial functioning (HWB1)									
2	Actively promoting heart health, including provision of advice on diet, exercise, medications, stress and psychosocial functioning (HWB1)									
3	Patient assessment skills: vital sign monitoring, fluid balance, recognition of abnormal heart rhythm, knowledge of common cardiac drugs – diuretics, angiotensin converting enzyme (ACE) inhibitors, drug calculations									
4	Refining patient assessment skills – vital sign monitoring, fluid balance, management of abnormal heart rhythm									
5	Basic life support skills									
6	Advanced life support skills									
7	Proactive medicine management in clinical practice									
8	Administering medication to Patient Group Directive (PGD) criteria									
9	Partnership working with children and young people to enable compliance and concordance with medication and heart health									
10	Family dynamics, stress and coping – recognition of poor coping, awareness of appropriate referral system									
11	Counselling skills, advanced communication skills to optimise family coping									
12	Preparation of the child and family for investigations and interventions/ treatment (HWB2, HWB3, HWB4, HWB5, HWB6, HWB7)									
13	Co-ordinates the preparation of the child and family for investigations and interventions/ treatment (HWB2, HWB3, HWB4, HWB5, HWB6, HWB7)									
14	Data management and documentation – care-planning, record-keeping, audit data collection (IK2, IK3)									
15	Exemplar record-keeping, using data and audit cycles to affect care quality and outcome									
16	Expert practitioner, making autonomous clinical decisions									
17	In-depth knowledge of anatomy and physiology to facilitate advanced clinical assessments									
18	Case manage children ensuring that the care, fully reflects the latest evidence or research developments									
19	Provide consultancy for nursing and medical staff across the network, demonstrating advanced generalist as well as specialist knowledge of practice, clinical skill and problem solving ability									
20	Involvement in research and audit within the cardiac specialty									
21	Develop and drive policy, protocol and pathway development for improved patient case management									

4.3 Knowledge and skills

4.3.1 Knowledge (level 5-6)

No.	Knowledge	Practitioner competent nurse (level 5)					Senior practitioner specialist practitioner experienced/proficient nurse (level 6)				
		Comm	A&E	Ward	HDU	ITU	Comm	A&E	Ward	HDU	ITU
22	Cardiopulmonary physiology										
23	<i>Neonatal toolkit 2009</i>										
24	Identify physiological effects of CVS disease, the potential treatments utilised and long-term effects										
25	Recognition of the signs of infection										
26	Care of the child in cardiac failure /oedema										
27	Care of the cyanotic child										
28	Drug calculations										
29	Care of external pacing systems										
30	Care of chest drains and removal (surgical centre)										
31	Management of surgical wounds (surgical centre)										
32	Care of child – thoracotomy, PDA, shunt (surgical centre)										
33	Care of child – sternotomy, ASD, VSD (surgical centre)										
34	Understand the long term implications of heart transplantation and when referral is indicated.										
35	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation										
36	Knowledge of specialist teams, for example, pulmonary hypertension, arrhythmia, transplant, sudden death										
37	Identify psychological post-operative problems										
38	Care of child requiring tracheotomy and long term respiratory support (CPAP/BiPAP)										
39	Care of child with chest infection										
40	Care of child having respiratory investigations										
41	Care of child in respiratory failure.										
42	Preparation of child/family for surgery- including safe transfer of patient to theatre										
43	Pre-operative/anaesthetic management including surveillance intra-op and post-op										
44	Care of the child after cardiac investigations and interventions										
45	Care of the stable long-term HDU child with support of more experienced staff										
46	Knowledge of complication post cardiopulmonary by-pass										
47	Care of child – removal of mass, sternal and tracheal surgery (surgical centre)										
48	Care of child requiring lung biopsy										

4.3 Knowledge and skills

4.3.2 Knowledge (levels 7-9)

No. Knowledge

No.	Knowledge	Children's cardiac specialist nurse (level 6/7)	Advanced practitioner (level 7)	Lead clinical educator (level 7)	Consultant nurse for the network (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
1	Cardiopulmonary physiology						
2	Neonatal toolkit 2009						
3	Identify physiological effects of CVS disease, the potential treatments utilised and long-term effects						
4	Recognition of the signs of infection						
5	Care of the child in cardiac failure /oedema						
6	Care of the cyanotic child						
7	Drug calculations						
8	Care of external pacing systems						
9	Care of chest drains and removal (surgical centre)						
10	Management of surgical wounds (surgical centre)						
11	Care of child -thoracotomy, PDA, shunt (surgical centre)						
12	Care of child – sternotomy, ASD, VSD (surgical centre)						
13	Understand the long term implications of heart transplantation and when referral is indicated.						
14	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation						
15	Knowledge of specialist teams, for example pulmonary hypertension, arrhythmia, transplant, sudden death						
16	Identify psychological post-operative problems						
17	Care of child requiring tracheotomy and long term respiratory support (CPAP/BiPAP)						
18	Care of child with chest infection						
19	Care of child having respiratory investigations						
20	Care of child in respiratory failure.						
21	Preparation of child/family for surgery- including safe transfer of patient to theatre						
22	Pre-operative/anaesthetic management including surveillance intra-op and post-op						
23	Care of the child after cardiac investigations and interventions						
24	Care of the stable long-term HDU child with support of more experienced staff						
25	Knowledge of complication post cardiopulmonary by-pass						
26	Care of child – removal of mass, sternal and tracheal surgery (surgical centre)						
27	Care of child requiring lung biopsy						

4.4 Skills (level 5-6)

No.	Skill	Practitioner competent nurse (level 5)					Senior practitioner specialist practitioner experienced/proficient nurse (level 6)				
		Comm	A&E	Ward	HDU	ITU	Comm	A&E	Ward	HDU	ITU
1	Observe and assess patients' condition relating to their general, respiratory, cardiovascular, neuro-developmental and elimination needs										
2	Recognition of child with acute airway obstruction – ABC										
3	Maintain an airway and use recognised artificial airways, prongs, tracheotomies etc.										
4	Suction, positioning and assisting with physiotherapy										
5	Perform non-invasive vital sign monitoring including Sao2										
6	ECG monitoring and recognise deviations from normal for the CYP										
7	Arterial/CVP monitoring and recognise deviations from normal for the CYP										
8	Undertake 12 lead and 24hr ECG monitoring										
9	Drawing of blood samples and use of laboratory services/point of care analysis:										
	• blood gas analysis										
	• electrolytes										
	• blood sugar										
	• INR										
	• APTT analysis										
10	Use of portable equipment										
11	Maintenance/recording of accurate fluid/colloid balance										
12	Safe administration of medication (oral and IV)										
13	Safe administration and knowledge of side-effects of drugs used in HDU										
14	Safely care for central venous access catheters										
15	Safely administer drugs via inhalers and nebulisers										
16	Safe Administration of post-operative drugs (surgical centre)										
17	Assessment and preparation for transplantation (surgical centre)										
18	Long-term management of transplantation and follow-up										
19	Identify the role of the specialist Transplant team in organisation, co-ordination and follow-through care of children requiring transplantation										

4.4 Skills (level 5-6) Continued

No.	Skill	Practitioner competent nurse (level 5)					Senior practitioner specialist practitioner experienced/proficient nurse (level 6)				
		Comm	A&E	Ward	HDU	ITU	Comm	A&E	Ward	HDU	ITU
20	Recognise when support is required for families with long-term difficulties and direct to appropriate services										
21	Find appropriate information for staff and families about conditions identified										
22	Communicate with families regarding family issues and direct to relevant support services as required										
23	Assisting parent support/community liaison										
24	Preparation of child/family for surgery-including safe transfer of patient to theatre										
25	Pre-operative/anaesthetic management including surveillance intra-op and post-op										
26	Identify physical post-operative problems (surgical centre)										
27	Identify pulmonary hypertensive crises										
28	Safely manage Infusion devices for monitoring lines and zeroing techniques										
29	Assessment and management of low cardiac output states										
30	Maintain an airway, and competency trained in the use of recognised airway adjuncts including tracheostomy										
31	Actively manage the child requiring assisted ventilation techniques – such as CPAP. Troubleshoot effectively equipment malfunction										
32	Apply ventilation strategies in response to blood gas analysis in line with local policy										
33	Actively manage deviations from normal electrophysiology, for example cardioversion, pacing, medication, cooling										
34	Refer to specialist inherited cardiac disorders team, for example. PHT, EP, heart failure										
35	Manage the child with suspected pulmonary vascular disease, engaging with pulmonary hypertensive specialist team for advice and support										
36	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation										
37	Organisation and timely planning of patients for discharge from clinical areas										
38	Planning and undertaking internal and external patient transfer										
39	Discharge planning to ensure efficient use of resources										
40	Proactive planning of transitional care needs for the child requiring adult services										

4.4.1 Skills (level 7-9)

No. Skill

No.	Skill	Children's cardiac specialist nurse (level 6/7)	Advanced practitioner (level 7)	Lead clinical educator (level 7)	Consultant nurse for the network (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
1	Observe and assess patients' condition relating to their general, respiratory, cardiovascular, neuro-developmental and elimination needs						
2	Recognition of child with acute airway obstruction- ABC						
3	Maintain an airway and use recognised artificial airways, prongs, tracheotomies etc.						
4	Suction, positioning and assisting with physiotherapy						
5	Perform non-invasive vital sign monitoring including Sao ₂						
6	ECG monitoring and recognise deviations from normal for the CYP						
7	Arterial/CVP monitoring and recognise deviations from normal for the CYP						
8	Undertake 12 lead and 24hr ECG monitoring						
9	Drawing of blood samples and use of laboratory services/point of care analysis:						
	• blood gas analysis						
	• electrolytes						
	• blood sugar						
	• INR						
	• APTT analysis						
10	Use of portable equipment						
11	Maintenance/recording of accurate fluid/colloid balance						
12	Safe administration of medication (oral and IV)						
13	Safe administration and knowledge of side-effects of drugs used in HDU						
14	Safely care for central venous access catheters						
15	Safely administer drugs via inhalers and nebulisers						
16	Safe Administration of post-operative drugs (surgical centre)						
17	Assessment and preparation for transplantation (surgical centre)						
18	Long-term management of transplantation and follow-up						
19	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation						
20	Recognise when support is required for families with long-term difficulties and direct to appropriate services						
21	Find appropriate information for staff and families about conditions identified						
22	Communicate with families regarding family issues and direct to relevant support services as required						
23	Assisting parent support/community liaison						
24	Preparation of child/family for surgery- including safe transfer of patient to theatre (surgical centre)						

4.4.1 Skills (level 7-9) Continued

No. Skill

No.	Skill	Children's cardiac specialist nurse (level 6/7)	Advanced practitioner (level 7)	Lead clinical educator (level 7)	Consultant nurse for the network (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
25	Pre-operative/anaesthetic management including surveillance intra-op and post-op						
26	Identify physical post-operative problems (surgical centre)						
27	Identify pulmonary hypertensive crises						
28	Safely manage Infusion devices for monitoring lines and zeroing techniques (ITU/HDU)		(ITU/HDU)				
29	Assessment and management of low cardiac output states (ITU/HDU)						
30	Maintain an airway, and competency trained in the use of recognised airway adjuncts including tracheostomy		(ITU/HDU)				
31	Actively manage the child requiring assisted ventilation techniques – such as CPAP. Troubleshoot equipment malfunction (ITU/HDU) effectively		(ITU/HDU)				
32	Apply ventilation strategies in response to blood gas analysis in line with local policy (ITU/HDU)		(ITU/HDU)				
33	Actively manage deviations from normal electrophysiology, for example cardioversion, pacing, medication, cooling (ITU/HDU)						
34	Refer to specialist inherited cardiac disorders team, for example. PHT, EP, heart failure						
35	Manage the child with suspected pulmonary vascular disease, engaging with pulmonary hypertensive specialist team for advice and support						
36	Identify the role of the specialist transplant team in organisation, co-ordination and follow-through care of children requiring transplantation						
37	Organisation and timely planning of patients for discharge from clinical areas						
38	Planning and undertaking internal and external patient transfer						
39	Discharge planning to ensure efficient use of resources						
40	Proactive planning of transitional care needs for the child requiring adult services						
41	Act as an expert practitioner demonstrating advanced clinical skills and knowledge, addressing the needs of a children and young people with congenital heart disease and their families						
42	Advanced communication skills to promote team assessment planning and evaluation of collaborative and co-ordinated care						
43	Participate in and advance the audit and research process						
44	Order, interpret and act upon investigations						
45	Manage effective therapeutic care, facilitating the evaluation of progress and comprehensive discharge planning throughout the illness trajectory						
46	Demonstrate advanced problem-solving and critical thinking skills						
47	Provide leadership for all nurses within children's cardiac specialist nursing through role modelling, educational and academic resource, mentor and practice developer						

4.4.1 Skills (level 7-9) Continued

Children's cardiac specialist nurse (level 6/7)
 Advanced practitioner (level 7)
 Lead clinical educator for the network (level 7)
 Consultant nurse for the network (level 8)
 Lead nurse for the network (level 8)
 Reader/professor (level 8-9)

No. Skill

No.	Skill	Children's cardiac specialist nurse (level 6/7)	Advanced practitioner (level 7)	Lead clinical educator for the network (level 7)	Consultant nurse for the network (level 8)	Lead nurse for the network (level 8)	Reader/professor (level 8-9)
48	Excellent leadership skills	Green	Green	Green	Green	Green	Green
49	Excellent strategic and management skills	Light Green	Light Green	Light Green	Green	Green	Green
50	Recognition as an innovator in the field of children's cardiac nursing	Light Green	Light Green	Light Green	Green	Green	Green
51	Clinical governance concepts and techniques	Green	Green	Green	Green	Green	Green
52	Organisational skills eg time management, ability to meet deadlines.	Green	Green	Green	Green	Green	Green
53	Project management: able to set priorities and meet deadlines in collaboration with a range of professional	Green	Green	Green	Green	Green	Green
54	Masters degree in a relevant discipline	Green	Green	Green	Green	Green	Green
55	Teaching children's cardiac care at undergraduate and post-qualification levels in academic and clinical settings	Green	Green	Green	Green	Green	Green
56	Recordable teaching qualification	Light Green	Light Green	Green	Light Green	Light Green	Green
57	Recognised teaching qualification	Green	Green	Green	Green	Green	Green
58	Excellent networking skills nationally and internationally	Light Green	Light Green	Light Green	Green	Green	Green
59	High level presentation skills	Light Green	Green	Green	Light Green	Light Green	Green
60	Strong record of publication	Light Green	Light Green	Light Green	Green	Green	Green
61	Excellent publication skills (in peer reviewed journals)	Light Green	Light Green	Light Green	Light Green	Light Green	Green
62	Evidence of ability to contribute new knowledge to the field of children's cardiac nursing	Light Green	Light Green	Light Green	Green	Green	Green
63	Proven ability to apply research to practice	Light Green	Light Green	Green	Green	Green	Green
64	Good research practice / research governance skills	Light Green	Light Green	Light Green	Green	Light Green	Green
65	Excellent research skills (which has made an impact on policy and /or practice)	Light Green	Light Green	Light Green	Green	Light Green	Green
66	A national reputation in the children's cardiac care field	Light Green	Green	Light Green	Green	Green	Green
67	Excellent interpersonal and communication skills	Green	Green	Green	Green	Green	Green
68	Excellent ability to work both independently and as a team leader	Green	Green	Green	Green	Green	Green
69	Ability to motivate staff	Green	Green	Green	Green	Green	Green
70	Able to work under pressure	Green	Green	Green	Green	Green	Green
71	Production of research proposals and grant applications	Light Green	Light Green	Light Green	Green	Light Green	Green
72	Significant experience as a principal investigator	Light Green	Light Green	Light Green	Light Green	Light Green	Green
73	Substantial success in securing external research funding	Light Green	Light Green	Light Green	Light Green	Light Green	Green
74	Supervision of research staff	Light Green	Light Green	Light Green	Light Green	Light Green	Green
75	Successful supervision of post graduate research students	Light Green	Light Green	Light Green	Light Green	Light Green	Green

5

The KSF competences

Introduction

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

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

Pre-intervention (diagnostic/surgical)

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

KSF competences (February 2011)

During treatment

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

KSF competences (February 2011)

During treatment (continued)

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

6

Education and learning for children's cardiac nursing

Introduction

The future provision of education and training will reflect the dynamic evolution of the service and the role of individual professionals to deliver contemporary health care.

Accessible and flexible modes of learning need to expand and should encompass the utilisation of in-house objective structured clinical examinations (OSCE), residential courses, and online learning to enable knowledge and skills acquisition.

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

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

Section 6 Education and Learning for Children's Cardiac Nursing

Post/title	Core	CPD	Educational institutions (examples)
Band 5 – newly qualified nurse	<ul style="list-style-type: none"> • Induction to cardiac clinical setting(s) – includes use of SBAR and paediatric early warning (PEW), introduction to team members • Completion of standardised workbook across ALL centres in the network (passport – developed collaboratively by network lead clinical educators) <ul style="list-style-type: none"> • Normal anatomy and physiology • Cardiac pathophysiology • Cardiac pharmacology • Clinical logbook and reflective diary of cardiac experience gained during rotation and supernumerary shifts (clinic, community, high dependency, intensive) • Indication of transferable skills (IV administration/PGDs) 	All mandatory learning, for example: <ul style="list-style-type: none"> • Basic Life Support • Drugs, oral, enteral, IV • Safe guarding children • Moving and handling • Fire and security • Electronic patient record • Conflict resolution 	
Band 5 (first 18months)	Completion of the following within the first 12–16 months: <ul style="list-style-type: none"> • basic paediatric life support skills • IV administration competencies would depend on where working (for example peripheral IV or central lines such as HDU/ITU) • patient group direction training • mentorship preparation in line with NMC standards and evidence of mentorship episode (NMC, 2008a) 	Paediatric intermediate life support Student supervisor Mentorship	Resuscitation Council/ALSG HEI

Section 6 Education and Learning for Children's Cardiac Nursing (continued)

Post/title	Core	CPD	Educational institutions (examples)
Band 5 (after 18 months)	<ul style="list-style-type: none"> - Continued learning re congenital heart defects – pathophysiology, aetiology, epidemiology, pharmacology, psychosocial, sequelae - Care/management of the child with CHD/transplant/acquired/inherited diseases/thoracic – according to clinical environment (ward, HDU, ITU) (see skills list) - Liaison team /specialist nurse team roles - Recognition of illness and deterioration - Device management/technology – including mechanical ventilation - Self awareness, communication styles and interpersonal skills in different situations 	<p>As above Ventilator workshops (HDU/ITU staff)</p> <p>Academic opportunities:</p> <p>Degree Level stand alone modules: For example:</p> <ul style="list-style-type: none"> - Assessing ill/injured children - Assessment and stabilisation of the acutely ill child (HDU 1) - Management of the HDU child (HDU 2) - Introduction to CHD <p>Introduction to CHD week</p> <ul style="list-style-type: none"> - Pain management - Cardiac assessment (degree/Masters level) senior band 5 - Simple and complex CHD management (online Masters level) - Chronic disease management in CHD (online, Masters level) - PICU modules 	<p>In house</p> <p>HEI HEI HEI HEI HEI HEI Various HEIs</p>
Band 6 (ward/HDU/ITU)	<ul style="list-style-type: none"> - Management of the ventilated child (weaning and extubation) (ITU staff) - Management of the child requiring technical support (for example, peritoneal dialysis, left ventricular assist devices, extra corporeal therapies) - Transfer/emergency transport - Advanced paediatric life support - Leadership - Research - Clinical decision making 	<p>European paediatric life support (EPLS) For example: Cardiac Assessment (degree/Masters level) Advanced Respiratory Management (degree/Masters level) Extra corporeal membrane oxygenation (ECMO) course Transplant co-ordination</p> <p>Stand alone modules (Masters level), for example Management of altered cardiac function/ Management of arrhythmias/ An integrative approach to adult congenital heart disease</p> <p>The adolescent and young adult with congenital heart disease</p> <p>Transfer of patients</p>	<p>Resuscitation Council</p> <p>HEI HEI In-house/HEI In-house HEI HEI Regional in house training (for example, credit accumulation transfer scheme (CATS))</p>
Band 7	<p>Masters level education</p> <ul style="list-style-type: none"> - Critical analysis, synthesis, evaluation <p>Paediatric non-medical prescribing</p>	<p>For example: MSc Cardiovascular Practice (BHF) MSc Advanced Nursing Practice MSc Advanced Clinical Nursing Practice MSc Contemporary Healthcare (Congenital Heart Disease) PG Cert Congenital Cardiothoracic Care</p>	
Band 8	<p>Masters level PhD</p> <ul style="list-style-type: none"> - Research skills 		

References

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Appendix 1

Example job description: lead nurse for the network

Role description: Lead nurse children's cardiac surgery services network (level 7)

Example job description

Title:

Lead nurse cardiac network

Grade:

AfC BAND 8c*

Responsible to:

Care group manager for the network

Professionally accountable to the director of nursing (lead centre)

Minimum qualifications:

Registered children's nurse

Accredited teaching qualification

MSc (Nursing)

Minimum experience:

Five years CYP cardiac nursing at senior level

Role purpose

The post holder is accountable for providing professional and clinical leadership and support to children's cardiac nurses across the network. They will ensure the provision and delivery of a high standard of specialist cardiac nursing care to children and young people requiring medical, interventional or surgical for congenital heart disease. This remit will include the surgical centre, cardiology centre, district general hospitals and community teams providing services to children and young people.

The post encompasses a lead role in shaping the vision and future development of the children's cardiac specialist nursing service in collaboration with the continuum of children's cardiac specialist nurses across the network. This will include educational pathways for ensuring the implementation of high quality/evidence based care, as

well as nursing education, training and leadership responsibilities.

The role involves creating an efficient, comprehensive and integrated approach to multi-professional working across the network, and promoting the role of the children's cardiac specialist nurse in leading and developing new ways of working for children and young people with congenital heart disease.

The post holder will be responsible for working in collaboration with the executive nurse within the individual centres across the network, in order to maintain high standards of nursing care of children and young people with cardiac conditions and ensure, maintain and resolve matters involving clinical risk or patient complaint. In addition, the post holder must ensure systems for identifying and managing clinical risk (such as critical incident reporting) are in place, and lead in the investigation of such matters, ensuring lessons are learnt across the network.

The post holder works collaboratively with all members of the multidisciplinary team (MDT) in ensuring the advancement of child and family focused cardiac care and support.

Management/leadership

- To develop and enhance working relationships and practices across the network including the secondary/tertiary care interface and other relevant agencies and organisations.
- Evaluate clinical nursing practices and service delivery across the network. Working with the executive nurse implementing change where necessary
- To chair network meetings locally, and participate in meetings regarding national agenda with other lead network nurses.
- Integral member of network management team, service development and planning improvement.

Clinical responsibility

- To ensure a high level of quality and efficient clinical nursing care to the client group, changing practice where required.

* Indicative AfC banding level subject to AfC job evaluation

- Lead in the promotion and development of clinical nursing skills across all grades of nursing staff throughout the network.
- To ensure the delivery of expert cardiac specialist nursing care to children from initial presentation to medical/interventional/surgical intervention through to transition to adult services across the network.
- Continuously develop clinical skills and knowledge relevant to advanced evidence based nursing practice.
- Build professional links and represent the network both nationally and internationally for the benefit of service improvement.
- Promote a culture of shared governance across the network.
- Maintain professional NMC PREP requirements for continued registration. Identify own learning needs, and ensure own professional development is maintained by keeping up-to-date with practice developments.

Education/research

- To co-ordinate the development of the children's cardiac specialist nursing role across the network.
- To support the course director/module leader for relevant continuing professional development (CPD) courses in cardiac specialist nursing, involving regular audit and evaluation of curriculum in association with local universities.
- At all times work to reflect the principles laid down in the NMC's code of conduct, and own limitations
- Point of access for advice and support for cardiac specialist nurses across the network.
- Provides professional advice and support to cardiac 'specific' specialist nurses with consensus regarding network delivery service.

Research/quality

- To inform clinical research studies within the field of children's cardiac specialist nursing, focusing on improving clinical outcomes of children and their families.
- Be involved in developing research strategies to improve patient care.
- Promote and raise the profile of nursing research/audit within the network.

Quality assurance

- To undertake a lead role in the monitoring and further development of standards of care relevant to children and young people with congenital or acquired heart disease, and influence national developments.
- Participate in the activities of professional bodies and associations to develop and revise nursing practice guidelines and protocols relevant to children's cardiac specialist nursing, in line with national recommendations and measures where transferable to cardiac services
- Be proactive in the management of clinical risk.
- Co-ordinate clinical quality groups across the network and ensure timely and accurate communication of clinical and non-clinical information.

Professional development and leadership

- Continue to develop self and role through clinical supervision, reflection and self awareness and continuing professional education.

Person specification

Criteria	Essential (lead nurse)	Desirable
Education	<ul style="list-style-type: none"> Registered children's nurse. Masters degree in a health-related discipline. Further / higher education teaching qualification. Post-basic qualifications such as APLS, PALS. 	<ul style="list-style-type: none"> Instructor status for APLS/PALS. PHD, or working towards. Eligible for membership of the Institute of Learning and Teaching/Higher Education Academy.
Experience	<ul style="list-style-type: none"> Minimum of five years post-registration experience in children's cardiac care. Teaching children's cardiac care at undergraduate and post-qualification levels in academic and clinical settings. Leadership and management of an academic or clinical team. Reputation for professional excellence with a track record of practice development and scholarship in the field of children's cardiac care. Recognition as an innovator in the field of children's cardiac care. 	<ul style="list-style-type: none"> Production of research proposals and grant applications. Curriculum development at academic level. Representation on relevant regional, national or international committees, boards or networks.
Research, publications and special interests	<ul style="list-style-type: none"> Significant record of publication or other forms of dissemination (such as policy or service delivery advice) in children's cardiac care. Presentations at national and international meetings, conferences and symposia. 	<ul style="list-style-type: none"> International reputation in a relevant field.
Knowledge	<ul style="list-style-type: none"> Evidence of ability to contribute new knowledge to the field of children's cardiac care. Clinical governance and risk management concepts and techniques. Critical appraisal techniques. 	<ul style="list-style-type: none"> Research governance.
Interpersonal skills	<ul style="list-style-type: none"> Flexibility. Leadership style which promotes collaboration and open two way communication. Excellent verbal and written communication skills. Excellent 'people' skills/ interpersonal skills, able to communicate effectively with all levels of health service provider and academician. Ability to work autonomously. Excellent leadership qualities. 	<ul style="list-style-type: none"> Strategic leadership skills. Ability to develop a high-performing team to deliver individual and team outputs and targets.
Job-related skills and aptitudes	<ul style="list-style-type: none"> Awareness of changing policies in children's cardiac care Project management: able to set priorities and meet deadlines in collaboration with a range of professionals. Good computer skills in the following packages – word processing, spreadsheet, database, internet/medline searching, e-learning/Skype. Organisational skills – for example, time management and ability to meet deadlines. High level of oral, written and IT communication and presentational skills to a range of audiences. Proven ability to apply research to practice. 	<ul style="list-style-type: none"> Ability to teach to a range of CPD, undergraduate and postgraduate students. High levels of competence in applied research skills.
Other requirements	<ul style="list-style-type: none"> Evidence of self-directed career-long learning Willing to undertake further education and training to meet requirements of post Commitment to promoting the values that underpin the specialty and applied research activities A commitment to develop nursing to build and preserve a high-profile reputation nationally or internationally for the network. 	<ul style="list-style-type: none"> Honorary contract with HEI.

Appendix 2

Example job description: advanced practitioner

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

Example job description

Title:

Advanced nurse practitioner

Grade:

Minimum AfC Band 8a*

Responsible to:

Directorate head of nursing

Professionally accountable to:

Director of nursing

Essential qualifications:

Registered children's nurse

Accredited teaching qualification

MSc in Advanced practice (clinical nursing)

Minimum experience:

Five years experience of caring for children in relevant specialty

Role purpose

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

Summary of duties and responsibilities

- To deliver an advanced level of care to children through the integration of therapeutic and nursing care. The

* Indicative AfC banding level subject to AfC job evaluation

care is delivered in an unsupervised and autonomous context founded upon expert knowledge bases within the specialty.

- To advance an integrated role that co-ordinates an improved continuity and quality of care for patients both in respect to treatment and the patient journey across the primary/ secondary/tertiary care interfaces and other relevant agencies.
- To participate in risk management assessments and the development of evidenced based strategies to improve the quality of care both for the individual patient and the target population.
- To promote the advancement of nursing practice in paediatrics
- To promote the role of the advanced clinical nurse in order to underpin the overall care of children and their families in an acute paediatric context
- To participate in and advance the audit and research process on the unit including the identification of research questions, data collection and analysis as well as the implementation and dissemination of findings.
- Advance an educational role with patients, parents, nursing and medical staff both within and outside the organisation.
- To communicate with patients, carers and other health professionals and so facilitate the partnership approach between these stakeholders. Provides and receives complex data and information with sensitive discussion of emotive issues, in a competent and transparent manner.
- To effectively manage highly emotive situations of shock, anger and grief with advanced communication, negotiation and assessment skills, in an autonomous yet collaborative manner.
- To participate in strategic planning of future quality service development, including policy planning, both locally and nationally.

Management

- Makes autonomous clinical decisions.
- Case manage children within specialty, ensuring that this carefully reflects the latest evidence-based or research developments and interdisciplinary working.
- To provide a consultancy for all nursing staff across the

organisation, demonstrating an advanced generalist as well as specialist knowledge of practice, clinical skill and problem solving ability.

- Acts as a change agent in practice, policy development and education locally and nationally.
- Advise on best practice within specialty on a local and national basis.
- Acts as a representative for nursing specialty and organisation at local and national policy development events and consultations.
- Actively works to address government and strategic health authority (SHA) endorsed targets for paediatrics and specialty.
- To develop and implement nurse led initiatives to advance the quality of patient and family care.
- Develops and drives integrated care pathways for improved patient case management

Clinical responsibilities

Leadership:

- Acts as an expert practitioner demonstrating advanced clinical skills and knowledge, addressing the needs of a defined patient population.
- Fully embraces the organisations policies on the expansion of the nurse's role. Actively participates in the discussion to advance this.
- Shares a vision for the development of paediatric care locally, regionally and nationally.
- To provide consultancy for all nursing staff across the organisation.
- Act as a resource and support for all health care professionals interfacing with children within specialty in all health care settings; primary, secondary and tertiary.
- Embrace a positive culture of questioning practice and care delivery to improve the quality of care delivered, influencing care policy locally and nationally.
- To participate in and advance the audit and research process on the unit, including the identification of research questions, data collection and analysis as well as the implementation and dissemination of findings.
- To act as advocate for the rights and desires of the child and family within the health care domain, promoting choice and ethical decision-making in partnership.
- Uses advanced communication skills to promote team assessment planning and evaluation of collaborative and co-ordinated care.
- Advance practice and staff development through clinical supervision, motivation and role modelling.

Skills:

- Makes autonomous clinical decisions.
- Provide clinical support to all levels of medical staff.
- Have an in-depth knowledge of anatomy and physiology to facilitate advanced clinical assessments.
- Acts as an expert practitioner, demonstrating advanced clinical skills in health assessment, diagnosis and complex care planning, utilising expert specialist knowledge to underpin such problem solving.
- Is able to interpret results of investigations ordered and to seek consultant discussion or inter specialty referrals.
- Manage effective therapeutic care; facilitate the evaluation of progress and comprehensive discharge planning throughout the illness trajectory.
- Undertakes both a supplemental and independent prescribing role for all children within specialty.
- Maintains a thorough knowledge and a full understanding of the treatment and follow up care of children within specialty. Contributing to and appraising the evidence base locally and nationally.
- Advanced communication skills.
- To provide leadership for all nurses within a defined specialist group through; role modelling, educational and academic resource, mentor and practice developer.

Research:

- Continue to update and re-assess policies and procedures related to patient care, utilising an evidence-based practice approach, disseminating information organisation wide.
- Initiate and develop research strategies within the specialty and the organisation.
- Participate in research projects established within the organisation and liaise with research nurses.
- Continually update own knowledge on research activities in paediatrics both within the organisation, regionally, nationally and internationally.
- Maintain a professional resource role within ongoing clinical trials.
- Ongoing development of integrated care pathways.
- Contribute to and maintain clinical data bases for the effective audit of practice and its outcomes.
- To participate in and advance the audit and research process on the unit, including the identification of research questions, data collection and analysis as well as the implementation and dissemination of findings.

Training and education

- Participate in the identification of training needs and co-ordination of education and training programmes for both nursing and medical staff within specialty and throughout the organisation.
- Active promotion of the exhibition of the network's staff work, with support for presentations and posters.
- Continue to develop in collaboration with other colleagues, comprehensive evidence-based policies and training packages for the support of families caring for their children at home.
- Participate in nursing staff development through leadership, academic and clinical support, and clinical supervision.
- Active participation in hospital wide educational programmes.
- Dissemination of expertise and knowledge through presentation and lectureship, outside of the network.
- Ongoing evaluation of educational outcomes set in training programmes and development plans.
- To act as a mentor/ supervisor for colleagues undertaking further training at an advanced level.
- To constantly endeavour to identify and utilise opportunities to educate patients and their carers on aspects of health promotion across the spectrum of paediatric health issues.

Communication

- To ensure all relevant information is effectively compiled and adequately recorded.
- Develops, reviews and promotes informational materials for patients and families in relation to diagnosis, treatment and long-term problems.
- Promotes and maintains effective channels of communication in a sensitive and professional manner within the hospital and shared care agencies for continuity of care, including parents, patients and professionals.
- Provides and receives highly complex information from and to children, their families and health care professionals and sensitive discussion of emotive issues, in a competent and transparent manner.
- To effectively manage highly emotive situations of shock, anger and grief with advanced communication, negotiation and assessment skills, in an autonomous yet collaborative manner.

Quality

- Monitor and further develop standards of care related to caring for children within own specialty, utilising patient and professionals views.
- Continue to participate in risk management assessment and patient/ parent satisfaction.
- Audit current care perspectives and make recommendations for changes in practice.
- Enable families to exercise their rights and promote their equality and cultural diversity.
- Professional development.
- Continue to develop self and role through clinical supervision, reflection and self-awareness and continuing professional education and effective stress management.
- Endeavour to publish at least one article in a reputable journal per year. In addition will submit abstracts for at least two presentations per year.
- Actively contribute to the national agenda to develop congenital cardiac nursing, and advanced practice.
- Continue to network and forge professional links in both the UK and abroad.
- Attend mandatory in service training days.

Appendix 3

Example job description: children's cardiac nurse specialist (CCNS)

Role description: Children's cardiac specialist nurse (CCSN) (Level 7/8)

Example job description

Title:

Children's cardiac nurse specialist (CCNS) (level 7)

Grade:

Minimum AfC Band 7-8a*

Responsible to:

Lead children's cardiac nurse specialist (level 8, AfC band 8a – see Appendix 2)

Professionally accountable to:

Director of nursing

Essential qualifications:

Registered children's nurse
Accredited teaching qualification

Expert role (level 7) should be practising at Masters degree level, with the view to working towards such a qualification

Minimum experience:

Five years experience of caring for children in relevant specialty

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

Summary of duties and responsibilities

- Promote excellent practice in the assessment, diagnosis, treatment and transition in the care of children and young people and their families with a congenital, inherited and acquired cardiac disorder.
- Be the first point of contact and principle key worker/advocate for children and young people and their families.
- Use advanced communication skills to impart complex

and potentially distressing information to patients and carers, and provide them with advice and emotional support in hospital/at home as appropriate.

- Act as principle liaison for the GP, health visitor, school nurse, community children's nurse and other members of the multidisciplinary team to ensure a smooth provision of service to provide optimum care across the network.
- Support and counsel the child/young person and their families by providing education, ongoing support (by nurse-led clinics, telephone, text message, email, podcasts and online resources like Skype, according to local hospital policy), provision of specialist support networks, and referring to other professionals when necessary.
- Provide education and training to other disciplines throughout the network where necessary.
- Practice as key member of the multidisciplinary team across the network, leading in the development of key policies, protocols and standards, through research and audit.

Role purpose

- CCNS (level 8) will lead and co-ordinate the children's cardiac nurse specialist team to ensure a smooth transition for children, young people (CYP) and their families across the network's services.
- The children's cardiac nurse specialist (CCNS level 7/8) holds primary responsibility for the provision of specialist nursing care for children, young people and their families with congenital or acquired heart disease, practicing autonomously as a core member of the cardiac liaison team and wider multi-disciplinary team across the network.
- Establish and maintain effective channels of communications for children and young people and their families through direct involvement and facilitation, across the network.
- Ensure children and young people and their families receive a variety of information and support which will involve and empower them in decision-making throughout the consent process and their entire care pathway.

* Indicative AfC banding level subject to AfC job evaluation

- Accept referrals to agreed criteria and be the identified key worker for a patient caseload to co-ordinate treatment and care.
- Identify gaps in evidence and/ or practice knowledge that require resolution through research, and initiate, undertake or assist in research activities as appropriate.

Clinical practice

- Establish contact with children and young people and their families from the time of initial referral to provide specialist nursing advice, information, practical and psychosocial support.
- Be the designated first point of contact and principle key worker for children and young people, their families and health professionals across the network ensuring referrals are prioritised and managed appropriately.
- Develop and provide information in a variety of different formats for children and young people and families in relation to diagnosis, investigations, treatment and support throughout their care pathway.
- Facilitate discharge planning to ensure continuity of care and effective communication across the network throughout the CYP cardiac care pathway, collaborating with community nursing services where necessary for complex and palliative care.
- Use advanced communication skills to impart sensitive, complex and potentially distressing information to children and young people and their families and provide them with advice and emotional support in hospital and at home.
- Communicate in ways that empower children and young people and their families to make informed choices about their health and health care, enabling informed consent.
- Act as an advocate for individual patients and their families.
- Assess and identify complex health and psychosocial needs of individual children and young people and their families, and plan programmes of care to meet these needs, make referrals and collaborate with other professionals as appropriate.
- Use clinical judgment and autonomous decision making concerning the interpretation and analysis of information from a variety of sources.
- Maintain adequate patient's documentation to NMC requirements for all patients seen and advice given in any practice setting and contribute to clinical activity/data collection as required.
- Work autonomously and undertake regular nurse led clinics.

Leadership and management

- Act as principle liaison for the GP, health visitor, school nurse, community children's nurse and other members of the multidisciplinary team to ensure optimum care across the network.
- Work collaboratively and in partnership with other health care professionals, offering appropriate leadership, guidance and supervision to colleagues.
- Lead the development of nurse-led initiatives in conjunction with medical and nursing colleagues to advance the quality of children and young people and their families' care.
- To participate in strategic planning of future quality service development, including policy planning, both locally and nationally.
- Develop and implement standards of care, practice guidelines and integrated care pathways, continually evaluating the quality of patient care.

Training and education

- Provide appropriate education to children and young people and their families to promote health and encourage self-care and participation in the planned program of treatment and care.
- Collaborate with the children's cardiac clinical educators to develop specific specialist education programs for nursing and other health and social care professionals across all care sectors, including education.
- Exercise a high degree of personal and professional authority and act as an expert for all disciplines of staff.
- Share good practice, networking locally, regionally and nationally, and contribute to the wider development of practice through publication and dissemination.

Evaluation and research

- Collaborate with the lead nurse and other key nursing post holders, such as clinical educators, reader/professor, in initiating and undertaking evaluation of the service, including children and young people and parent satisfaction surveys, and audit to evaluate the effectiveness of service provision.
- Critically appraise and synthesise the outcomes of relevant research, evaluations and audits and act on this information in collaboration with colleagues to continually develop the service.
- Collaborate with the lead nurse and other key nursing post holders, such as clinical educators, reader/professor, to initiate and undertake research, contributing to the wider congenital cardiac research agenda.

- Act as an educational resource for nursing, medical and other disciplines.

Professional development

- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways, including accessing clinical supervision.
- Share good practice through creating positive opportunities to network locally, regionally and nationally, and contribute to the wider development of practice through publication and dissemination.
- Participate in staff appraisal, staff development and in-service training activities across the network in line with the knowledge and skills framework.
- Work with others towards achieving shared goals; ensure that the team's purpose and objectives are clear.
- To work within agreed trust policies and adhere to NMC code of conduct.

Appendix 4

Example job description: children's cardiac transition nurse (CCTN)

Role description: Cardiac transition nurse (level 7/8) – please also refer to Appendix 3

Example job description

Title:

Children's cardiac transition nurse (CCTN) (level 7)

Grade:

Minimum AfC Band 7-8a*

Responsible to:

Lead children's cardiac transition nurse (level 8, AfC band 8a – see Appendix 2)

Professionally accountable to:

Director of nursing

Essential qualifications:

Registered children's nurse
Accredited teaching qualification.

'Expert' role (level 7) should be practising at Masters degree level, with the view to working towards such a qualification

Minimum experience:

Five years experience of caring for children in relevant specialty.

In essence, the children's cardiac transition nurse should:

- Collaborate with adult (GUCH) congenital cardiac liaison nurse/nurse specialist to plan and implement a robust transition process.
- Promote excellent practice in the assessment, diagnosis, treatment and transition to adult services, in the care of young people and their families with a congenital, inherited and acquired cardiac disorder.
- Facilitate empowerment of young people to develop an understanding of their condition, encouraging them to become independent and able to manage their condition.
- Be the first point of contact and principle key

* Indicative AfC banding level subject to AfC job evaluation

worker/advocate for young people and their families during the transition process.

- Liaise with appropriate members of the network team.
- Act as principle liaison for the GP, school nurse and other members of the multidisciplinary team to ensure a smooth provision of service and to provide optimum care across the network.
- Support and counsel the young person and their families by providing education, ongoing support (by nurse-led clinics, telephone, text message, email, podcasts and online resources like Skype, according to local hospital policy), provision of specialist support networks, and referring to other professionals when necessary (for example, psychologists).
- Work in collaboration with the cardiac clinical educators to provide education and training to other disciplines throughout the community where necessary; for example, in relation to implantable cardioversion devices (ICD), resuscitation and warfarin therapy.
- Work in collaboration with the cardiac clinical education team to provide education and training for staff across the network regarding transition to adult services.
- Practice as key member of the congenital cardiac liaison team and multidisciplinary team (MDT) across the network, leading in the development of key policies, protocols and standards, through research and audit.
- Liaise with appropriate adult services, for example grown up congenital heart (GUCH), obstetrics and gynaecology.

The job description for the CCTN role should be as per the CCNS role (Appendix 3) with the addition of lead for the transition role.

Clinical practice

- To hold own and shared caseload particularly with a lead on transition services. Work autonomously to make clinical decisions in assessment, diagnosis and treatment of patients from across the network.
- Establish contact with identified patients/carers to commence transition process and provide the relevant specialist nursing advice and practical and psychosocial support.

- Identify the appropriate time to commence the transition process, dependant on the individual and their needs.
- Take a lead in educating young people about their ongoing health needs and how these will change overtime.
- Encourage the young person to become more responsible for their own health and more involved in consultations in the MDT.
- Manage the needs and requirements of the young person with a cardiac condition during the transition phase taking into consideration their learning abilities.
- Impart sensitive complex and potentially distressing information to young people and their carers and provide them with advice and emotional support where appropriate.
- Maintain patient documentation as per organisational and NMC requirements for all advice given in any practise setting.
- Contribute to clinical activity/data collection as required.

Leadership and management

- Work collaboratively with other health and social care professionals to offer appropriate leadership, guidance and supervision to colleagues.
- Be involved in planning and implementing standards of care, practice guidelines and where appropriate integrated care pathways and continually evaluate the quality of patient care.
- Lead the development of nurse-led initiatives for the benefit of young people transitioning to adult care in conjunction with medical, nursing and allied health professional (AHP) colleagues.

Training and education

- Provide appropriate education to facilitate transition from children's to adult services, encouraging, educating and empowering young people to make their own decisions about their treatment and to manage their treatment regimes.
- Collaborate with the cardiac clinical educators to develop specific specialist education programmes for nursing and other health and social care professionals across all care sectors, including education regarding transition of young people to adult services.
- Exercise a high degree of personal and professional authority and act as an expert for all disciplines of staff.

- Share good practice, networking locally, regionally and nationally, and contribute to the wider development of practice through publication and dissemination.

Evaluation and research

- Collaborate with the lead nurse and other key nursing post holders, such as clinical educators, reader/professor, in initiating and undertaking evaluation of the service, including children and young people and parent satisfaction surveys and audit to evaluate the effectiveness of service provision.
- Critically appraise and synthesise the outcomes of relevant research, evaluations and audits and act on this information in collaboration with colleagues to continually develop the service.
- Collaborate with the lead nurse and other key nursing post holders, such as clinical educators, reader/professor, to initiate and undertake research, contributing to the wider congenital cardiac research agenda.
- Act as an educational resource for nursing, medical and other disciplines.

Professional development

- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways, including accessing clinical supervision.
- Share good practice through creating positive opportunities to network locally, regionally and nationally, and contribute to the wider development of practice through publication and dissemination.
- Participate in staff appraisal, staff development and in service training activities across the network in line with the Knowledge and Skills Framework (KSF).
- Work with others towards achieving shared goals; ensure that the team's purpose and objectives are clear.
- To work within agreed policies of the organisation and adhere to NMC code of conduct.

Appendix 5

Example job description: reader in congenital cardiac nursing

Role description: Reader in congenital cardiac nursing

Example job description

Title:

Reader in congenital cardiac nursing

Grade:

Academic grade 9

Responsible to:

Dean of faculty

Minimum qualifications:

PhD in a relevant discipline OR equivalent professional experience

Purpose:

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

Main duties and responsibilities

Generic:

- Provide leadership and vision on applied research in collaboration with other senior staff within the faculty to ensure the continuing academic health of the discipline.
- Lead and develop a team of academic staff, research fellows, assistants and students focused on delivering national and possibly international applied research outputs.
- Lead and undertake applied research activity at national, and possibly international, level commensurate with the seniority of the post and the norms of the discipline.
- Obtain, plan and manage the resources needed to deliver applied research projects: submission of bids, overseeing of progress in all aspects of project work, report information in line with university procedures and the needs of external funders.
- Develop individual academic staff, research fellows, assistants and students to achieve national, and

possibly international, quality applied research outputs that make a contribution to overall team success.

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

Post and role specific:

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

Supervision

Received:

Pro-vice chancellor (research)

Dean of faculty

Associate dean of faculty

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

Given:

University: As required and agreed

Faculty: As required and agreed

Team: Assigned full-time, part-time, emeritus and honorary academic staff

Assigned research fellows and assistants

Assigned research students and other students

Assigned administrative and technical staff

Contacts

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

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

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

Collaborators: External organisations and partners locally, nationally and internationally.

Other: External organisations as necessary.

Person specification

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

Appendix 6

Example job description: professor in congenital cardiac nursing

Role description: Professor in congenital cardiac nursing

Example job description

Title:

Reader in congenital cardiac nursing

Grade:

Academic grade 10 (level 9)

Responsible to:

Dean of faculty

Minimum qualifications:

PhD in a relevant discipline OR equivalent professional experience

Purpose:

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

Main duties and responsibilities

Generic:

- Provide strategic leadership and vision on applied research in collaboration with other senior staff within the faculty to ensure the continuing academic health of the discipline.
- Lead and develop a team of academic staff, research fellows, assistants and students focused on delivering national and international applied research outputs.
- Lead and undertake applied research activity at national and international level commensurate with the seniority of the post and the norms of the discipline.
- Obtain, plan and manage the resources needed to deliver applied research projects, oversee progress in all aspects of work, and prepare and present management information in line with university procedures and the needs of external funders.
- Develop individual academic staff, research fellows, assistants and students to achieve national or international quality applied research outputs that make a contribution to overall team success.

- Lead and direct the development and delivery of applied research activities to ensure that personal and team income and other targets and contractual duties are met, including personal income per year equivalent to 40 per cent of their own salary.
- Undertake, as appropriate to the demands of the post, research, teaching, scholarly activity, supervision of research students and administration.
- Promote and encourage open communication at all levels and co-ordinates activities across the full range of applied research work.
- Foster and develop fruitful relationships and partnerships inside and outside the university with relevant public, private and voluntary sector funding bodies and research, practice, academic, and corporate organisations as appropriate.
- Develop and preserve a prominent academic, professional and public profile and ensure that their team, faculty and university enjoy a good reputation.
- Undertake suitable administrative duties and engage in or chair committee and working groups and other activities as required by the faculty and university.
- Provide leadership in delivering the university's wider applied research and teaching objectives and develop collaborative and encouraging relationships with all relevant staff across the university.
- Represent the university, as appropriate, on external committees, boards and at other relevant meetings.
- Such other duties as are within the scope and spirit of the job purpose, the title of the post and its grading.

Post and role specific:

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

AND such other duties as are within the scope and spirit of the job purpose, the title of the post and its grading.

SUPERVISION**Received:**

Pro-vice chancellor (research)

Dean of faculty

Associate dean of faculty

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

Given:

University: As required and agreed

Faculty: As required and agreed

Team: Assigned full-time, part-time, emeritus and honorary academic staff

Assigned research fellows and assistants

Assigned research students and other students

Assigned administrative and technical staff

Contacts

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

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

Collaborators: External organisations and partners locally, nationally and internationally.

Other: External organisations as necessary.

Person specification

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

Appendix 7

Example job description: consultant nurse

Role description: Consultant nurse (level 8)

Example job description

Title:

Consultant nurse (level 8)

Grade:

Minimum AfC Band 8c*

Responsible to:

Director of nursing

Professionally accountable to:

Director of nursing

Essential qualifications:

Registered children's nurse
Accredited teaching qualification.

MSc advanced nursing practice (clinical)

Minimum qualifications:

Five years experience of caring for children in relevant specialty

Role purpose:

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

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

* Indicative AfC banding level subject to AfC job evaluation

The consultant nurse role is designed to facilitate:

- Collaborative working with multidisciplinary teams, children and their families to plan and deliver services to better meet patient need and achieve better health outcomes.
- Comprehensive and evidence-based assessment and re-evaluation of service provision to meet the child's and families need.
- Partnership and promotion of health with service users, including the implementation and evaluation of outcomes for evidence-based therapeutic interventions.
- Comprehensive and evidence-based assessment and re-evaluation of service provision to meet the child's and families need.
- Partnership and promotion of health with service users including the implementation and evaluation of outcomes for evidence-based therapeutic interventions.
- Examine activity and develop strategies to make the best use of any available resources in the interests of service users. Gaining technical skills where necessary to deliver safe, effective, efficient interventions in line with already established protocols. The consultant nurse must be an independent prescriber.
- The consultant nurse will build on links with local higher education institutions in order to integrate research and to establish educational programmes to ensure continuous development of professional caring for children with congenital and acquired cardiac conditions.

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

Core functions

A: Expert practice

- Demonstrate advanced knowledge and expertise in the provision of children and young people's cardiac care.

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

B: Professional leadership and consultancy

- Offer expert clinical advice and mentorship for nursing and medical staff at all times, and in particular during their participation in higher education.
- On behalf of the organisation, provide expert membership to relevant national and professional bodies.
- In collaboration with a range of health service professionals, agree the type and location of relevant programmes to ensure local health needs are best met, and to maximise integration with existing services.
- Encourage the development of an advanced practice skillset amongst student ANPs and other nursing staff, establishing clear goals and objectives and a culture of continuous improvement and mutual support.

C: Practice and service development, research and evaluation

- Contribute to the development of cost-effective, efficient, quality and, where possible, evidence-based services (for example, Patient Group Directives for drugs administered by nurses).
- Lead the development of cross-professional care pathways in conjunction with multi-disciplinary working groups.
- Lead the development, implementation and evaluation of NHS Quality, Innovation, Productivity and Prevention (QIPP) initiatives within cardiac services for children.
- Evaluate various models of service provision for all aspects of service provision; and in particular how each contributes to the health improvement programme and ensures equity of access at a local level.

- Link into national programmes of education; taking a key role in developing and delivering training and education to the NHS workforce via higher education institutions, specifically in relation to the specialist training of medical students, post-registration students and allied health practitioners as well as cardiac specialist nurses. Have an honorary contract with HEIs, and deliver regular educational sessions.
- Participate in the development of a programme of research related to children's cardiac care and engage in research activities appropriate to the post and appropriate to the trust's research agenda. Contribute to the development of strategies to support education for cardiac specialist nurses working with children and young people.
- Lead the development of research and audit associated within children's cardiac specialist practice.
- Collaborate in the development of the organisation's research agenda, supporting, mentoring, and facilitating organisational and external staff in undertaking research relevant to the sphere of children's cardiac care.
- Disseminate research and audit findings, both internally and externally, through the publication of papers in peer-reviewed and professional journals, and via presentations at conferences and seminars. Ensuring the findings of research and audit are put into practice.
- Support and encourage staff in the production and publication of papers and in preparing presentations for conferences.
- Actively seek to provide input to local, national and international bodies developing clinical guidelines for practice, and represent the organisation on appropriate external committees when nominated to do so.
- Conduct primary research and education projects, to be based on existing knowledge, relevant to practice and evidence-based.

D: Education, training, and development

- Design and establish an educational programme and support network for nurses involved in the care of children and young people with congenital and acquired cardiac conditions, within all areas of care delivery.
- Support staff in HEIs in the development and delivery of specialist programmes of higher education within the discipline of cardiac care.
- Collaborate in facilitating the validation of higher specialist practice education and training programmes

- by the NMC/RCN to support professional registration to practice.
- Identify the need for and undertake relevant CPD to ensure maintenance and development of own professional role.
 - Through formal education and informal mentorship programmes develop critical analysis and synthesis skills in advanced practitioners to improve patient care.
 - Develop a journal club to encourage the discussion and distribution of research and audit findings throughout the organisation.
 - Provide expert advice to the professional bodies on the development of higher education programmes for higher specialist practice.
 - Contribute to the development and delivery of specialist modules supporting MSc level education for a range of health professionals within the network.

Person specification

Criteria	Essential (Consultant nurse)	Desirable
Skills and abilities	<ul style="list-style-type: none"> ● Expert clinical practice. ● Excellent verbal and written communication skills. ● Excellent interpersonal skills, able to communicate effectively with all levels of health service provider and academician. ● Ability to work autonomously. ● Non-medical prescriber. ● Excellent leadership qualities. ● Project management: able to set priorities and meet deadlines in collaboration with a range of professionals. ● Proven ability to apply research to practice. ● Good computer skills in the following packages: word processing, spreadsheet, database, statistics, internet / medline searching. 	
Knowledge	<ul style="list-style-type: none"> ● Reputation for professional excellence, with a track record of practice development and scholarship in the field of children's cardiac care. ● Recognition as an innovator in the field of children's cardiac care. ● Evidence of ability to contribute new knowledge to the field of children's cardiac care. ● Clinical governance and risk management concepts and techniques. ● Good research practice/research governance (current GCP consent). ● Current concepts in children's cardiac care. ● Critical appraisal techniques. 	
Experience	<ul style="list-style-type: none"> ● Minimum of five years post-registration experience in providing children's cardiac care. ● Teaching children's cardiac care at undergraduate and post-qualification levels in academic and clinical settings. ● Undertaking health services research. ● Presentations at meetings, conferences and symposia. 	<ul style="list-style-type: none"> ● Record of publication. ● Production of research proposals and grant applications. ● Curriculum development at academic level.
Education	<ul style="list-style-type: none"> ● Registered children's nurse. ● Masters degree in a health-related discipline. ● Further/higher education teaching qualification. ● Eligible for membership of the Institute of Learning and Teaching. ● Post-basic qualifications such as APLS/PALS. 	<ul style="list-style-type: none"> ● Instructor status for PALS, APLS.
Other requirements	<ul style="list-style-type: none"> ● Evidence of self-directed career-long learning. ● Willing to register for a PhD. ● Willing to undertake further education and training to meet requirements of post. ● Honorary contract with HEI. 	

Glossary of acronyms

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



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