

oy C ege  
s

# An Integrated Career and Competency Framework for Children and Young People's Endocrine Nurse Specialists



This publication is due for review in October 2023. To provide feedback on its contents or on your experience of using the publication, please email [publications.feedback@rcn.org.uk](mailto:publications.feedback@rcn.org.uk)

---









This competency framework was developed by the RCN CYP Endocrine Community to enhance the clinical care that children and young people with an endocrine disorder receive. There are only approximately 80 children's endocrine nurses in the UK, and it is imperative that specific competencies are outlined. To achieve the appropriate care, nurses must be deemed to function at an optimal level, and "assessing competence in clinical practice is of paramount importance" (Gibbon and Luker, 1995; NMC, 2015). By formulating a competency framework from which a children's nurse specialist can work, it is envisaged that their development as a professional practitioner can be enhanced.

The framework focuses on knowledge, skills and interventions that are heightened in, or specific to, nurses working in children's endocrine 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

10.4 (s)-8 (e 1.8 (mp (e) 7 (s) 3 (s) 8 (a) 0 (a) 1 (n) 2 (0) 8 (T) 0 (4) 2 (8) / (S) 2 (e) 3 (a) 1 (7) 6 (0) 2 (6) 2 (0) 0 (8) 5 (1) 6 (E) 5 (7) 8 (0) 1 (1) 0 (m) 1 (p) 0 (f) 1 (0) 5 (a) 2 (2)





The children's and young people's endocrine nurse specialist competency framework is presented in the tables in section five. The children's endocrine nurse specialist should be working at an 'expert' level (levels 3/4 in NHS KSF guidelines) within children's nursing. The levels of competence, which had previously been based on Benner's novice to expert continuum, have been translated into *RCN Competencies: Integrated core career and competence framework for registered nurses* (RCN, 2009). 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 AfC pay bands.

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 becoming an experienced practitioner (level 6) should occur after being in post for approximately 18 months to two years. Dependent on the patient population, workload, and individual needs, the children's endocrine nurse should

## **P**urpose of the framework

This framework has a multi-faceted purpose. It is a personal tool to form individual goals and objectives to advance nursing practice continually – both personally and professionally. It can also be used as a management tool. In this way, the RCN framework can be used against

### C Clinical practice

Clinical practice						
1	2	3	4	5	6	7





O ( )						
L	C	K F	P	K	A	C
		11				H GE 1, H,
		C				

E						
L	C	K F	P	K	A	C
1	A	H B		T	XG	
2	B	H B	A	T	T	
	H			T		
		K H H <sub>2</sub> H <sub>2</sub> HCG				



E						
L	C	K F	P	K	A	C
	D	1 1	C		X G C	H





# N

N							
F	L	C	K F	P	K	A	C
		D	H B1	7 - 17	7 - 11	11	

A						
L	C	K F	P	K	A	C
	D	H B	H C B A	T	A	H CH
	E	C 1	H C	A	F	H T T
	B					
		C 1	K	T T	XG V	H T T
	A	H B	G		E	H G FEFF

A.						
L	C	K F	P	G	K	

P						
L	C	K F	P	K	A	C
h	D	H B <sub>h</sub>	A			



Department of Health (2006) *Transition: getting it right for young people*, London: DH.

Department of Health (2004) *The NHS knowledge and skills framework and the development review process*, London: DH.

National Institute for Health and Care Excellence (2010) *Technology appraisal guidance number TA188: Human growth hormone (somatropin) for the treatment of growth failure in children*, London: NICE.

National Institute for Health and Care Excellence (2016) NG43: *Transition from children's to adult services for young people using health or social care services*, London: NICE.

Nursing and Midwifery Council (2015) *The code: Professional standards of practice and behaviour for nurses and midwives*, London: NMC.

Royal College of Nursing (2013) *Adolescent transition care. Guidance for nursing staff*, London: RCN. Publication code 002 313.

Royal College of Nursing (2009) *Integrated core career and competence framework for registered nurses*, London: RCN.

Royal College of Paediatrics and Child Health (2003) *Bridging the gaps: health care for adolescents*, London: RCPCH.

The Scottish Government (2008) *Supporting the development of advanced nursing practice. A toolkit approach: CNO Directorate*, Edinburgh: TSG.

Skills for Health (2006) *Career framework for health methodology testing report*, London: SFH.





Martin L and Collin J (2015) An introduction to growth and atypical growth in childhood and adolescence, *Nursing Children and Young People* vol 27 (6), pp.29-37.

Moloney S, Murphy N and Collin J (2015) An overview of the nursing issues involved in caring for a child with adrenal insufficiency, *Nursing Children and Young People* vol 27 (7), pp28-36.

Musson P and Collins J (2015) Management of Vitamin D deficiency in childhood and adolescence, *Nursing Children and Young People* vol 27 (9), pp27-35.

National Institute for Health and Care Excellence (2010) *Technology appraisal guidance number TA188: Human growth hormone (somatropin) for the treatment of growth failure in children*, London: NICE.

Nursing and Midwifery Council (2015) *The Code: Professional standards of practice and*

# 7

Royal College of Nursing

Skills for Health

RCN Children's and Young People's Endocrine Community

**E** Paediatric Endocrine Module, Level 7: South Bank University

Nursing and Midwifery Council

- G**
- Teaching and assessing in clinical practice
  - Counselling
  - Independent and Supplementary prescribing for nurses
  - Advanced assessment of the presenting child
  - Care of adolescents
  - BSc modules
  - MSc modules
  - PhD/Doctorate of Health Care.

British Society for Paediatric Endocrinology and Diabetes

The Society of Endocrinology

European Society of Paediatric Endocrinology

Pituitary Foundation

Child Growth Foundation

Turner Syndrome Support Society

Association for multiple endocrine neoplasia disorders

Disorders of sexual development

Klinefleters Syndrome Association

Addison's disease

Congenital adrenal hyperplasia

Prader-Willi Syndrome Association (UK)

British Thyroid Association

Congenital Hyperinsulinism

Contact a Family

A&P	Anatomy and physiology
BMI	Body mass index
BSA	Body surface area
BSPED	British Society of Paediatric Endocrinology and Diabetes
CAMHS	Child and Adolescent Mental Health Services
CAF	Contact a Family
CAH	Congenital adrenal hyperplasia
CCG	Clinical commissioning group
CDGP	Constitutional delay of growth and puberty
CHI	Congenital hyperinsulinism
DI	Diabetes insipidus
DSD	Disorders of Sexual Development
EPSEN	European Society Paediatric Endocrine Nurses
GP	

