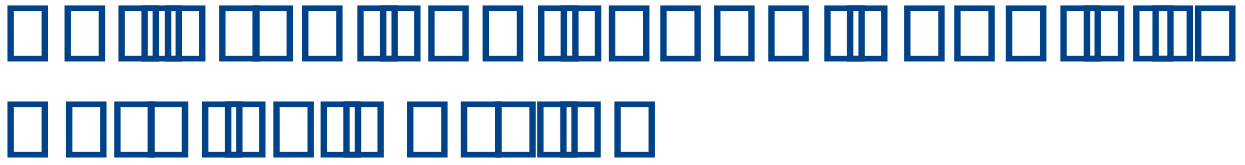




RCN  
for the future



RCN guidance on roles, career pathways and competency development





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Career pathway, congenital cardiac nursing						
Benner's level	National Career Framework	Career Framework level	Career pathway	Related knowledge and skills	Underpinning education	Academic pathway/ academic level
Chief nurse/professor/dean of faculty						
Expert						





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This framework focuses on knowledge, skills and interventions that are enhanced or specific to nurses working in CYP cardiac nursing. Although the intention is for this framework to have a stand-alone function, it should be used in conjunction with other frameworks that focus on core skills and competencies for health care professionals, such as the *Principles of Nursing Practice* (RCN, 2010); *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018b), *Quality standards for the care of critically ill children* (PICS, 2015); and the *Multi-professional framework for advanced clinical practice* (NHSE, 2017).

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

Nurses benefit because the framework helps to:

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

Employers benefit because the framework provides:

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

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Specific nursing standards were published by the RCN to develop the nursing care of children and young people (CYP) with congenital heart disease (RCN, 2011; 2014), while also providing innovative career pathways for CYP nurses. These nursing roles all

The lead nurse will be responsible for:

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

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NH u.3 (t)-9 E2.4 (C)-91 (O)-3.7 75.9 b 0 0 11 70.8661 457.4839 Tm(N)7.4 ((n) 009 Tw )-12.c(C)12. 6.7 (i)5.

- assessment of family resiliency in terms of factors that may impact on adjustment and

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

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

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It is expected that the children’s cardiac transition nurse (CCTN) role will be at a minimum AfC band 7 (see Appendix 5). Each network shall have a minimum of one WTE designated CCTN to co-ordinate the transition process (NHSE, 2016, standard B29 L1, p.186). The CCTN will practice autonomously to provide a framework of care as a core member of the cardiac team across the network, to include intra-professional collaboration with the CCNS, adult congenital heart disease nurse specialist and adult congenital heart disease network.

There should not be a fixed age of transition from children’s to adult services but the process of transition should be initiated no later than 12 years of age, taking into account individual circumstances and special needs (NHSE, 2016, standard I4, L1, p.211). The CCTN will be available to support young people up to the age of 25 (NHSE, 2019a).

Rotation (possibly for six to 12 months) into the team will provide a development opportunity for level 6 (experienced/proficient) children’s cardiac nurses, enabling them to learn about the role of the CCTN while developing transferable knowledge and skills to support the work of the team. This development post would not expect the individual to function as an autonomous practitioner; however, it would enable succession planning for the future of the CCTN team. The CCTN is a new and developing role within the wider cardiac team and is responsible for shaping, developing and implementing services for young people across the network, in line with current research and best practice guidelines (DH, 2011; NHSE, 2016).

The aim of the CCTN role is to act as a liaison between young people, their carers, the children’s cardiac nurse specialist, the adult congenital heart disease specialist nurse and the wider multidisciplinary team to facilitate the transition process (NHSE, 2016 p.12). A named children’s cardiac transition nurse will act as a main point of contact and provide support to the young person and their family through the transition process; assisting in the development of skills, information and experience needed to become independent, confident and capable users of adult health care services.

Post-holders must ensure that all young people and their families across the network have equitable access to the CCTN service; evidence obtained from parents demonstrates that the role of the CCTN is universally appreciated by young people and











CYP with congenital heart disease, and have advanced communication skills. Specialist competence, knowledge and skills will be required if providing complex and palliative care to CYP who are technologically dependent (for example, on long-term ventilation) (NHSE, 2016, standard E1, L2, 3, p.242, 279).

Registered children's nurses working in specialist children's surgical centre theatres, interventional suites or specialist children's cardiology centres, local children's cardiology centres, emergency care and assessment units must have the required competence, knowledge and skills to care for CYP with congenital heart disease, and have completed children's intermediate life support education (NHSE, 2016, standard E1, L1–3, p.198, 242, 279).















	Yes	No	Practitioner competent nurse (level 5)					Senior practitioner specialist practitioner experienced/ proficient nurse (level 6)								
			Comm- unity	A&E	Ward	HDU	ITU	Comm- unity	A&E	Ward	HDU	ITU				
22	Cardiopulmonary physiology															
23	Neonatal t23bomm r12Cd															
22122nity																
24	Tw-c5 Tw8.1hJ0.015i-342211..4 (d i05 Tdh c2)Tj8().3-3.187rTc( )0.7d1 Tm(i-3.31.p)-37.84 c f0(oI9.p)-30m(i-342211..45 Td( )Tj-0.0 -5Tw /)2114.7 ((5)Tj 2.9 Tmm)-813.4 (Tj-0.822m2)T2tc4 (n)-11 (i)-0.7 1d(Wa															















## 6. The KSF competencies

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This section highlights the core and specific KSF competencies 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 competencies is at KSF levels 3/4 (DH, 2004; NHS Employers 2019) and refer to the 'expert' level of care (Benner, 1984), equating to level 7 of the *Key Elements of the Career Framework* (Skills for Health, 2010).



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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 Renptpe Tf0 Tn		



# 7. Education and learning for children’s cardiac nursing

## □ □ □ □ □ □ □ □ □ □

The future provision of education and training will change to reflect dynamic and contemporary health care, and the needs of the service and of individual professionals. Accessible and flexible modes of learning need to expand to include utilising in-house objective structured clinical examinations (OSCE), residential courses and online learning to enable knowledge and skills acquisition. This section provides an overview of the expected education and learning needs for children’s cardiac nurses across the network from AfC bands 5–8.

It focuses on:

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



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Post/title				





- To provide strategic and professional nursing leadership for the development and delivery of network activities.
- To promote a culture of clinical engagement and influence, working collaboratively to achieve the best outcomes, embedding this approach throughout the network.
- To ensure that nationally set specifications and standards of service are consistently met, common protocols are in use across the network and, in particular, to deliver the CHD standards (NHSE, 2016) and the implementation programme for children's cardiac services.
  
- To provide a clinically visible profile, having both an advisory and clinical input into patient care, spending 0.2 WTE in clinical practice, and working in an expert role.
- To meet regularly with all network lead nurses, developing a culture of collaboration to ensure that there is a consistent implementation of standards and an integrated, co-ordinated approach to the care of children with cardiac conditions.
- To ensure a high level of quality and efficient nursing care, influencing and changing practice where required, and to challenge and highlight inadequate practice through the appropriate clinical governance mechanisms.
- To lead in the promotion and development of nursing competencies across all grades of nursing staff throughout the network, linked to Skills for Health, Agenda for Change and accreditation based on the

- To support the lead nurse educator in the development of continuing professional development (CPD) programmes in cardiac specialist nursing, ensuring regular audit and evaluation of curricula in association with local education and training boards, and to ensure lead universities deliver effective, cost effective and patient-centred education and training to nurses.
- In partnership with the lead nurse educator, children's cardiac nurse specialist and the children's cardiac advanced nurse practitioner, to meet the following criteria throughout the network:
  - identify staff training needs
  - structured assessment and evaluation of learning performance
  - structured implementation and recording of training and education programmes
  - consultation regarding the appropriate deployment of skills and abilities within the network.
- To actively liaise and maintain links with all professionals involved in education, training and the delivery of care throughout the network, including the educational establishments.
- To work with organisational leads to promote nursing research and higher academic attainment, empowering nurses to become more research-active, and to encourage national/international publications.
- To foster a culture of innovation, developing strong partnerships with local universities, and to collaborate with the medical research lead to promote multi-professional research and development.
- In partnership with the interdisciplinary team, to work towards developing evidence-based practice to promote high quality and cost-effective care.
- To ensure the network respects patient and family experience as the central focus to clinical/service revision and development, supporting improved quality of care and outcomes.
- To take a lead role in shaping the future of the children's cardiac services in accordance with contemporary drivers, such as the CHD standards (NHSE, 2016) *Long-Term Plan* (NHS, 2019a), *Interim NHS People Plan* (NHS, 2019b).
- To participate in the activities of professional bodies and associations to develop and revise nursing practice guidelines and protocols relevant to children's cardiac specialist nursing such as, Congenital Cardiac Nurses' Association (CCNA); British Adult Congenital Cardiac Nurses' Association (BACNNA); British Congenital Cardiac Association (BCCA); Association for European Paediatric and Congenital Cardiology (AEPC).
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- To co-ordinate clinical quality groups across the network and ensure timely and accurate communication of clinical and non-clinical information.
- To work with the National Quality Board to develop an accreditation programme for care providers.
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Role description: Children's cardiac nurse specialist (CCNS)

Pay band: Minimum AfC band 6\*

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

Professionally accountable to: Lead nurse for the network

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

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

The intricate detail of the role and what is expected is reflected in the specific competency framework in [Section 3](#) and [Section 4](#)

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

The CCNS (level 6) will:

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

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

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

- working across the network as a key advocate for CYP by ensuring the partnership they have with the family and health and social care professionals is central to, and focuses on, meeting their needs and expectations within care delivery. This includes working in a collaborative manner with all members of the multi-professional team
- providing specialist and practical information and education to parents following antenatal or postnatal diagnoses (while working in collaboration with fetal nurse specialists) and offering a high level of emotional and counselling support 7T6(i)7.5 (g)3.6(h).2 (i.2 (Id-7



- evaluating the quality and service user experience of the CCNS team, through research and audit, and disseminating findings nationally
  - practising, as a key member of the multidisciplinary team across the network, in the development of evidence-based local and national policies, protocols and standards, to meet clinical, service and service user needs.
- 
- Establish contact with CYP and their families from the time of initial diagnosis or referral and provide specialist nursing advice and information to support their practical and biopsychosocial needs.
  - Ensure accessibility to the CCNS for families and develop efficient systems to enable families to be able to contact a consistent port of call in the network.
  - Work in partnership with CYP and their families to meet their identified needs by planning, negotiating, implementing and evaluating an agreed plan of care. The CYP must always be kept at the centre of any decisions and actions that may impact on outcomes of care delivery.
  - Participate in the use of integrated care pathways at the point of diagnosis for CYP with complex and palliative care needs.
  - Use competent communication skills to impart sensitive, complex and potentially distressing information to CYP and their families and provide them with advice and emotional support in hospital and at home.
  - Develop and provide information in a variety of different formats for CYP and families in relation to diagnosis, investigations, treatment, long-term management, palliative and end of life care, empowering them to access available information at various points throughout their care pathway.
  - Communicate in ways that empower CYP and their families to make informed choices about their health and health care, enabling informed consent.
  - Act as an advocate for CYP and their families to ensure equity and consistency of service delivery, while focusing on the individual package of care required throughout their access to treatment and surveillance, when and wherever this is delivered across the network.
  - Help facilitate discharge planning to ensure continuity of care and effective communication across the network, collaborating with community nursing and primary care services where necessary.
  - Participate in the assessment of CYP and family resiliency in terms of factors that may impact on adjustment and adaptation to potentially traumatic events, including initial first-line assessment of parental anxiety and potential depression and, where indicated, refer to other health care professionals, such as psychological and mental health support.
  - Participate in undertaking enhanced and specialist health assessments to identify the potential cultural, spiritual and biopsychosocial needs of CYP and their families which may indicate a referral to associate care personnel within the wider multi-professional team.
  - Assist in undertaking regular nurse-led clinics and attend multi-professional clinics across the network, working within authorised levels of autonomy.





Criteria	Essential (lead nurse)	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>• Current registration with NMC.</li> <li>• Registered children's nurse.</li> <li>• Qualification in teaching/mentoring and assessing.</li> <li>• Sound communications skills.</li> <li>• Full, clean driving licence.</li> </ul>	<ul style="list-style-type: none"> <li>• CAF training.</li> <li>• Experience in delivering counselling skills under supervision.</li> <li>• Recognised high dependency module.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Minimum 2 years' post-registration experience in children's cardiac care.</li> <li>• Knowledge and understanding of child protection/safeguarding.</li> <li>• Knowledge and understanding of current nursing policy and practice issues.</li> <li>• Knowledge and understanding of infection control.</li> <li>• Recent involvement in changing service initiatives.</li> <li>• Appreciation of risk management and governance issues application.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of involvement in initiatives within multi-professional teams.</li> <li>• Insight and/or experience in conflict resolution situations.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>• Contribution to research/audit data collection.</li> <li>• Ability to apply relevant research and evidence-based knowledge and skill to delivering paediatric care.</li> </ul>	<ul style="list-style-type: none"> <li>• Course/module in research or evidence-based medicine.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Sound developing specialist knowledge, underpinned by theory and experience.</li> <li>• Relevant level clinical governance and risk management training and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in dealing with situations requiringict rwidhe.</li> </ul>

Role description: Children’s cardiac nurse specialist (CCNS)

Pay band: Minimum AfC band 7\*

Reports to: Lead children’s cardiac nurse specialist (5m1 Tf-7.984 -1. 49 (e)-19.6 (pi)1e[ .2 (S)]T0 0.259

- provide specialist and practical information and education following a later diagnosis of acquired or congenital heart disease to the CYP and their family, and offer level two emotional and counselling support, referring to counselling or psychology services as required
- use unique and specialist knowledge to work in partnership with CYP and families, focusing on meeting their identified needs through planning, negotiating, implementing and evaluating an agreed plan of care while keeping the CYP at the centre of care delivery
- use expert communication skills to impart complex and potentially distressing information to CYP and their families, supporting them through the consent process and ensuring informed decision-making
- undertake enhanced and specialist health assessments, contributing to early identification of potential cultural, spiritual, biopsychosocial needs of children, young people and their families and, where appropriate, refer to other health care professionals, such as psychological or mental health support, for advice
- collaborate with social work colleagues and child protection teams when the holistic assessment of need indicates safeguarding issues
- co-ordinate and facilitate care delivery and provision of support across the network for CYP and their families, ensuring continuity of care and effective communication between health care professionals
- act as principal liaison for the GP, health visitor, school nurse, community children's nurse, and other members of the primary care team and relevant specialist teams to ensure an integrated provision of pre- and post-hospital care and, if required, within a common assessment framework to ensure safeguarding of the CYP
- use agreed protocols to assess family resiliency, including initial first-line assessment of parental anxiety and depression, whilst recognising factors that may impact on adjustment and adaptation to potentially traumatic and life changing events and circumstances
- deliver relevant nursing support and refer to other specialists, where appropriate, if parents demonstrate signs of increased anxiety or potential depression
- deliver outreach advice and support across the network for CYP and their families during their transition between home, community and hospital cardiac care. For example, this could be through nurse-led clinics, attending outreach services, telephone, text message, email, and online resources such as teleconferencing or videoconferencing (according to local hospital policy)
- act as an expert resource for the multidisciplinary team, providing specialist education, advice and support to colleagues across the network and wider community (including health, social care and education colleagues)
- work in collaboration with the children's cardiac transition nurse and adult congenital heart disease nurse specialists to empower young people and their families during their transition from children's to adult services
- measure the impact and quality of the service by ongoing audit of the CYP and family experience and use this data as the focus for adjustment and development of the service

- evaluate the quality and service user experience of the CCNS team through research and audit and disseminate findings nationally
- practise, as a key member of the multidisciplinary team across the network, in the development of evidence-based local and national policies, protocols and standards, to meet clinical, service and service user needs.
- Establish contact with CYP and their families from the time of initial diagnosis or referral and provide specialist nursing advice and information to support their practical and biopsychosocial needs.
- Ensure accessibility to the CCNS for families and develop efficient systems to enable families to be able to contact a consistent port of call within the network.
- Work in partnership with CYP and their families to meet their identified needs; planning, negotiating, implementing and evaluating an agreed plan of care whilst keeping the CYP at the centre of any decisions and actions that may impact on outcomes of care delivery.
- Ensure that integrated care pathways are in place at the point of diagnosis for CYP with complex and palliative care needs.
- Use expert communication skills to impart sensitive, complex and potentially distressing information to CYP and their families and provide them with advice and emotional support in hospital and at home.
- Develop and provide information in a variety of different formats for CYP and families in relation to diagnosis, investigations, treatment, long-term management, palliative and end of life care; empowering them to access available information at various points throughout their care pathway.
- Communicate in ways that empower CYP and their families to make informed choices about their health and health care, enabling informed consent.
- Be the designated key worker for CYP, their families and health professionals across the network, ensuring referrals are prioritised and managed appropriately.
- Act as an advocate for CYP and their families to ensure equity and consistency of service delivery while focusing on the individual package of care required throughout their access to treatment and surveillance, whenever and wherever this is delivered across the network.
- Facilitate discharge planning to ensure continuity of care and effective communication across the network, collaborating with community nursing and primary care services where necessary.
- Assess CYP and family resiliency in terms of factors that may impact on adjustment and adaptation to potentially traumatic events, including initial first-line assessment of parental anxiety and potential depression and, where indicated, refer to other health care professionals such as psychological and mental health support.
- Undertake enhanced and specialist health assessments to identify the potential cultural, spiritual and biopsychosocial needs of CYP and their families which may indicate a referral to associate care personnel within the wider multi-professional team.

- Undertake regular nurse-led clinics and attend multi-professional clinics across the network, working within authorised levels of autonomy.
- Maintain adequate patient documentation to NMC requirements for all patients seen and advice given in any practice setting and contribute to clinical activity/data collection as required.
- Use clinical judgement and autonomous decision-making concerning the interpretation and analysis of information from a variety of sources.
  
- Act as principal liaison for the GP, health visitor, school nurse, community children's nurse, and other members of the multidisciplinary team, to ensure integrated care across the network.
- Work collaboratively and in partnership with other health care professionals, offering appropriate leadership, guidance and supervision to colleagues.
- Lead the development of service and nurse-led initiatives in conjunction with medical and nursing colleagues to advance the quality of care for CYP and their families across the network.
- Work with associate colleagues to develop achievable shared goals; ensure that the team's purpose and objectives are clear.
- Participate in the development and implementation of evidence-based standards of care, practice guidelines and integrated care pathways, continually evaluating the quality of patient care.
  
- Be highly competent to provide appropriate education to CYP and their families, to promote health and encourage self-care and participation in the planned programme of treatment and care.
- Ensure competence development includes the measurement of knowledge and skills ability to perform first-line assessment and recognition of key psychological themes, such as family resiliency, stress and coping strategies, adjustment and adaptation, classical and operant conditioning, locus of control, potentially traumatic events and post-traumatic stress syndrome, anticipatory grief and grieving.
- Collaborate with the lead clinical educator to develop specific specialist education programmes and in-service training activities across the network, in line with the Knowledge and Skills Framework (KSF).
-





Please note these are example job descriptions and the bandings are purely indicative. Employers and members would need to work together to develop job descriptions and to ensure they are properly job evaluated and matched.

## Appendix 4: Example job description: Lead children’s cardiac nurse specialist (CCNS) (career framework level 7)

Role description: Children’s cardiac nurse specialist (CCNS) – Team leader

Pay band: Minimum AfC band 8a\*

Reports to: Lead children’s cardiac nurse specialist (AfC band 8a – see [Appendix 1](#))

Professionally accountable to: Director of nursing (lead centre)

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

Minimum experience: Five years’ experience of caring for children in the cardiac specialty, two years (minimum) as band 7 CCNS. The intricate detail of the role and what is expected is reflected in the specific competency framework in [Section 3](#) and [Section 4](#)

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

The lead children’s cardiac nurse specialist (CCNS) will:

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

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

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



- providing specialist and practical information and education to parents following antenatal or postnatal diagnoses (while working in collaboration with the role of the fetal nurse specialists) and offering a high level of emotional and counselling support
- providing specialist and practical information and education following a later diagnosis of acquired or congenital heart disease to the CYP and their family, and offering level two emotional and counselling support, referring to counselling or psychological services as required
- using their unique and specialist knowledge to work in partnership with CYP and their families, focusing on meeting their identified needs through planning, negotiating, implementing and evaluating an agreed plan of care while keeping the CYP at the centre of care delivery
- using expert communication skills to impart complex and potentially distressing information to CYP and their families, supporting them through the consent process and ensuring informed decision-making
- undertaking enhanced and specialist health assessments, contributing to early identification of potential cultural, spiritual, biopsychosocial needs of children, young people and their families. Where appropriate, referring to other health care professionals, such as psychological or mental health support, for advice
- collaborating with social work colleagues and child protection teams when the holistic assessment of need indicates safeguarding issues coordinating and facilitating care delivery and provision of support across the network for CYP and their families, ensuring continuity of care and effective communication between health care professionals
- act as principal liaison for the GP, health visitor, school nurse, community children's nurse and other members of the primary care and relevant specialist teams, to ensure an integrated provision of pre- and post-hospital care, if required, within a common assessment framework to ensure safeguarding of the CYP
- using agreed protocols to assess family resiliency, including initial first-line assessment of parental anxiety and depression, whilst recognising factors that may impact on adjustment and adaptation to potentially traumatic and life-changing events and circumstances
- providing relevant nursing support and refer to other specialists where appropriate if parents demonstrate signs of increased anxiety or potential depression
- providing outreach advice and support across the network for CYP and their families during their transition between home, community and hospital cardiac care. This is through, for example, nurse-led clinics, attending outreach services, telephone, text message, email and online resources, such as teleconferencing or videoconferencing (according to local hospital policy)
- acting as an expert resource for the multidisciplinary team, providing specialist education, advice and support to colleagues across the network and wider community (including health, social care and education colleagues)
- working in collaboration with the children's cardiac transition nurse and adult congenital heart disease nurse specialists to empower young people and their families during their transition from children's to adult services

- measuring the impact and quality of the service by ongoing audit of the CYP and family experience and use this as the focus for adjustment and development of the service
- evaluating the quality and service user experience of the CCNS team through research and audit, and disseminating findings nationally
- practising, as a key member of the multidisciplinary team across the network, in the development of evidence-based local and national policies, protocols and standards, to meet clinical, service and service user needs.
  
- Establish contact with CYP and their families from the time of initial diagnosis or referral and provide specialist nursing advice and information to support their practical and biopsychosocial needs.
- Ensure accessibility to the CCNS for families and develop efficient systems to enable families to be able to contact a consistent port of call within the network.
- Work in partnership with CYP and their families to meet their identified needs; planning, negotiating, implementing and evaluating an agreed plan of care whilst keeping the CYP at the centre of any decisions and actions that may impact on outcomes of care delivery.
- Ensure that integrated care pathways are in place at the point of diagnosis for CYP with complex and palliative care needs.
- Use expert communication skills to impart sensitive, complex and potentially distressing information to CYP and their families and provide them with advice and emotional support in hospital and at home.
- Develop and provide information in a variety of different formats for CYP and families in relation to diagnosis, investigations, treatment, long-term management, palliative and end of life care; empowering them to access available information at various points throughout their care pathway.
- Communicate in ways that empower CYP and their families to make informed choices about their health and health care, enabling informed consent.
- Be the designated key worker for CYP, their families and health professionals across the network, ensuring referrals are prioritised and managed appropriately.
- Act as an advocate for CYP and their families to ensure equity and consistency of service delivery while focusing on the individual package of care required throughout their access to treatment and surveillance, whenever and wherever this is delivered across the network
- Facilitate discharge planning to ensure continuity of care and effective communication across the network, collaborating with community nursing and primary care services where necessary.
- Assess CYP and family resiliency in terms of factors that may impact on adjustment and adaptation to potentially traumatic events, including initial first-line assessment of parental anxiety and potential depression and, where indicated, refer to other health care professionals, such as psychological and mental health support.

- Undertake enhanced and specialist health assessments to identify the potential cultural, spiritual and biopsychosocial needs of CYP and their families which may

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

- Collaborate with the lead nurse and other key nursing post-holders, such as clinical educators and readers/professors, in initiating and undertaking evaluation of the quality of the CCNS service.
- Involve service users in the design, delivery and evaluation of services through CYP and parent satisfaction surveys and audit.
- Critically appraise and synthesise the outcomes of other relevant research, evaluations and audits. Act on this information in collaboration with colleagues to continually develop the service.

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Criteria	Essential (lead nurse)	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>• Current registration with NMC.</li> <li>• Registered children's nurse.</li> <li>• Master's level qualification or evidence of working towards a Master's Degree in a health-related discipline.</li> <li>• Qualification in teaching/mentoring and assessing.</li> <li>• Qualification in leadership and management.</li> <li>• CAF training.</li> <li>• Expert high level communications skills training or willing to undertake at earliest opportunity.</li> <li>• Level 2 counselling training/qualification or evidence of working towards.</li> <li>• Full, clean driving licence.</li> <li>• PILS.</li> <li>• Recognised course in paediatric assessment skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-registration qualification in cardiology nursing.</li> <li>• Qualification in paediatric community nursing.</li> <li>• Recognised qualification in health management.</li> <li>• Course/module in research or evidence-based medicine.</li> <li>• Independent non-medical prescribing course.</li> <li>• APLS / PALS.</li> <li>• Recognised high dependency/PICU module.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Minimum 5 years' post-registration experience in children's cardiac care of which 2 years (minimum) as band 7 CCNS.</li> <li>• Extensive experience in paediatric cardiac nursing.</li> <li>• Knowledge and understanding of child protection/safeguarding.</li> <li>• Experience in supervising/managing staff – including performance review.</li> <li>• Recognised leadership and service/staff development experience.</li> <li>• Proven change management skills and evidence of outcome.</li> <li>• Knowledge of NHS Direction and policy initiative.</li> <li>• Knowledge and understanding of current nursing policy and practice issues.</li> <li>• Knowledge and understanding of nursing recruitment and retention issue.</li> <li>• Knowledge and understanding of infection control.</li> <li>• Experience in budgetary and resource management.</li> </ul>	



Role description: Children’s cardiac transition nurse (CCTN)

Pay band: Minimum AfC band 7\*

Responsible to: Directorate/head of nursing

Professionally accountable to: Director of nursing/chief of nursing

Essential qualifications:





- work in collaboration with the adult congenital heart disease nurse specialists to empower young people and their families, and ensure an efficient and effective transition process
- measure the impact and quality of the service by an ongoing audit of the young person and family experiences, and use this as the focus for adjustment and development of the service
- evaluate the quality and service user experience of the children's cardiac transition nurse team through research and audit, and disseminate findings nationally
- practise, as key member of the multidisciplinary team across the CCHN, in the development of evidence-based local and national policies, protocols and standards, to meet clinical, service and service user needs.
- Establish contact with young people and their families from the time of initial diagnosis or referral, and provide specialist nursing advice and information to support their practical and biopsychosocial needs.
- Referrals can be made to the children's cardiac transition nurse when the young person reaches 12 years of age, or earlier or later depending on the young person's individual development and circumstances.
- Ensure accessibility to the children's cardiac transition nurse for young people and families and develop efficient systems to enable young people and families to be able to make contact with a consistent port of call within the CCHN.
- Work in partnership with young people and their families to meet their identified needs; planning, negotiating, implementing and evaluating an agreed plan of care whilst engaging the young person and keeping them at the centre of any decisions and actions that may impact on outcomes of care delivery.
- Use expert communication skills to impart sensitive, complex and potentially distressing information to young people and their families, and provide them with advice and emotional support in hospital and at home.
- Develop and provide information in a variety of different formats for young people and families in relation to diagnosis, investigations, treatment, long-term management, transition, sexual health and lifestyle advice, palliative and end of life care; empowering them to access available information at various points throughout their care pathway.
- Communicate in ways that empower young people and their families to make informed choices about their health and health care, enabling informed consent.
- Be the designated key worker for young people, their families and health professionals across the CCHN, ensuring referrals are prioritised and managed appropriately.
- Act as an advocate for young people and their families to ensure equity and consistency of service delivery while focusing on a tailored pathway through transition based on assessment of the individual's needs.
- Facilitate discharge planning to ensure continuity of care and effective communication across the CCHN, collaborating with community nursing and primary care services where necessary.



- Ensure competency development includes the measurement of knowledge and skill ability to perform first-line assessment and recognition of key psychological themes, such as family resiliency, stress and coping strategies, adjustment and adaptation, classical and operant conditioning, locus of control, potentially traumatic events and post-traumatic stress syndrome, anticipatory grief and grieving.
- Collaborate with the lead adolescent and transition clinical nurse specialist to develop specific specialist education programmes and in-service training activities across the CCHN, in line with the Knowledge and Skills Framework (KSF).
- Act as an educational resource for nursing and other professionals across health, social care and education services.
- Exercise a high degree of personal and professional authority and act as an expert for all disciplines of staff.
- Share good practice by creating positive opportunities to communicate and collaborate locally across the CCHN regionally, nationally and internationally, and contribute to the wider development of practice through publication and dissemination.
  
- Collaborate with the lead adolescent and transition nurse specialist, initiating and undertaking evaluation of the quality of the adolescent and transition service.
- Involve service users in the design, delivery and evaluation of services through young people and parent satisfaction surveys and audit.
- Listen to and collect user service feedback via patient satisfaction surveys and audit, to ensure service users are involved in the design, delivery and evaluation of services.
- Critically appraise and synthesise the outcomes of other relevant research, evaluations and audits and act on this information in collaboration with colleagues to continually develop the service.
- Contribute to and participate in the dissemination of findings of service evaluation locally across the CCHN, regionally and nationally, sharing best practice with colleagues.
  
- Maintain a high profile and actively contribute to the development of CCNH, national and international agendas for the care of young people with cardiac conditions.
- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways, including accessing clinical supervision.
- Work within agreed policies of the trust and adhere to *The Code* (NMC, 2018a).
- Develop an insight into the development of CCHN, national and international agendas for the care of young people with cardiac conditions.
- Be proactive in developing and improving own knowledge, skills and attitudes in structured ways and participating in clinical supervision and performance review.



Criteria	Essential (lead nurse)	Desirable
Knowledge	<ul style="list-style-type: none"> <li>• Thorough knowledge relevant to the specialty department/field of practice.</li> <li>• Knowledge of transition theories and key documents, information resources, national standards.</li> <li>• Understanding of professional and current issues around nursing young adults and adolescents, and how health care can support these issues.</li> <li>• Understanding of resource management, health and safety, clinical risk and quality issues.</li> <li>• Child protection procedures.</li> <li>• Handling clinical incidents and complaints.</li> <li>• Aw.6 (j)e(e)-1 (e)-11.9-13(f)2.3 (e)-14.5 (s)-15.5 (g o)0.9.1 (e)-17 (d q)-11.9 (u)-14 (a)-5.7 (l)1.1 (i)4.3 (t)-23.2 (s a)-6.5 (n)7.1.1 (d)-4 (s)-9(v)3(l)7.2 (q)-11.3 (r)-14.3 (s)-3.7 (i)4.3 (t)-23.s.</li> <li>• nliniqKInce.n1(c)24.302 Td(f• K)-12.6 (n)-15.6 (ow)-11 (l)7.2 (e)-17.2 (d)-5.2 (g)3.3 (e o)0.9 (d a)-11.3 (d)-13.4 (o)-12.9 (l)7.2 (e)414.5 (s)-11.4 (c)-10.1 (e)-11.9 (n)4.2 (y d)-11.1 (e)1.43(l)7.2 (q)-11pr</li> </ul>	
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- The CNIC will support or participate in the congenital cardiology clinics (this may be one day a week). They will not be expected to undertake the role of a clinical nurse specialist (CCNS) but have the role of advice, support, signposting and an understanding of the congenital heart disease CCHN.
- Be confident in undertaking the assessment of children and young people with congenital heart disease in terms of clinical observations as appropriate – blood pressure, oxygen saturations, height, weight, New York Heart Association (NYHA) classification (NYHA, 1994).
- Work alongside.3 (e C)-0.7 (C)-17 (a)35rEFF00095 (ea)1.9 (r (e.3EMC 0 T-3(s)2.c)-0.9F9 (i)2.8g/.8 (r)0.8





Criteria	Essential (lead nurse)	Desirable
Education and qualifications	<ul style="list-style-type: none"> <li>• Current registration with NMC.</li> <li>• Registered children's nurse.</li> <li>• Qualification in teaching/mentoring and assessing.</li> <li>• Sound communications skills.</li> </ul>	<ul style="list-style-type: none"> <li>• CAF training.</li> <li>• Recognised high dependency module.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Knowledge and understanding of child protection/safeguarding.</li> <li>• Knowledge and understanding of current nursing policy and practice issues.</li> <li>• Knowledge and understanding of infection control.</li> <li>• Recent involvement in changing service initiatives.</li> <li>• Appreciation of risk management and governance issues application.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 2 years' post-registration experience in children's cardiac care.</li> <li>• Experience of involvement in initiatives within multi-professional teams.</li> <li>• Insight and/or experience in conflict resolution situations.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>• Ability to apply relevant research and evidence-based knowledge and skill to delivering care to children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Course/module in research or evidence-based practice.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Sound developing specialist knowledge, underpinned by theory and experience.</li> <li>• Relevant level clinical governance and risk management training and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in dealing with situations requiring analysis and interpretation.</li> <li>• Critical, analytical and appraisal skills.</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>• Flexibility.</li> <li>• Good sound verbal and legible written skills.</li> </ul>	



- manage the CCHN practice education team
- ensure provision of professional and clinical cardiac education and support to cardiac nurses caring for CYP across the defined CCHN. They will ensure the provision and delivery of a high standard of specialist cardiac nursing education required to inform the care delivery, demonstrate the effectiveness of the education processes and develop nurse-sensitive outcome measurements together with the lead nurse, local

- Act as an integral member of the CCHN management team on service development, education and planning improvement, ensuring the development of effective educational standards and governance frameworks.
- Lead and manage the CCHN clinical educators (bands 6–7), ensuring ongoing professional review, and assist the educators to support, facilitate and enhance the delivery of high-quality educational programmes to meet the CHD standards (NHSE, 2016, Section E, Training and Education).
- Provide a visible clinical profile, act as a role model in the clinical environment and support staff, having both an advisory and expert clinical input role.
- Ensure a high level of quality educational opportunities to support efficient clinical cardiac nursing care to the client group, acting as change agents to enhance practice where required and promote effective critical thinking and informed decision-making to enhance expert care delivery.
- Ensure the delivery of expert cardiac teaching, educational programmes and resources to support the nursing management of children, from initial presentation to medical/ interventional/surgical intervention, long-term management, palliative and end of life care, and/or through to the transition to adult services across the CCHN.
- Contribute to an environment which fosters effective practice and encourages implementation, evaluation and dissemination of new practices.
- Uphold organisational policies and principles on the promotion of equality.
- Promote an inclusive environment where diversity is valued and everyone can contribute, and, in an equitable way, meet the needs of those patients with cultural differences and cognitive, mental or physical disability.
- Work within *The Code* (NMC, 2018a).
- Lead in coordinating and supporting the educational initiatives and developments of the children's cardiac nursing role across the CCHN.
- Lead in the promotion, development and, when necessary, delivery of educational opportunities across all grades of nursing staff throughout the CCHN and raise the profile of nursing education within the CCHN. Effectively disseminate information on the educational opportunities across the CCHN, including generalist areas (when necessary).
- Be responsible for managing the changing teaching and learning environments within health care, synthesising information about individuals, groups, programme areas and institutions. Produce appropriate learning strategies and innovations in education by continuously developing and promoting modern teaching facilities and techniques, such as electronic resources and simulation where available, to enhance clinical skills and knowledge relevant to advancing evidence-based nursing practice.
- Develop, implement, evaluate and support suitable tools to teach patients/carers clinical skills and integrate into pathways of care across the CCHN.

- Ensure a strategy to provide educational support from orientation of new staff through to expert management and continuing professional development. Lead and organise events and conferences to promote the profile of the CCHN at national and international level.
- Demonstrate the effectiveness of the education process through audit of the education programmes, evaluative feedback and development of nurse-sensitive outcome measures. Encourage and support active networking by helping staff to attend study days, courses and conferences, and facilitate them presenting at such events.
- Provide support to the course director/module leader for relevant CPD courses for children’s cardiac nurses across the CCHN; this should involve regular audit and evaluation of curricula in association with local universities and national programmes.
- Lead in the design and development of assessment techniques in conjunction with staff from the higher education establishments, utilise accepted good practice such as determination of reliability, validity, acceptability, cost effectiveness and educational impact.
- Actively seek out and inform any clinical research studies and educational opportunities within the field of children’s cardiac specialist nursing, focusing on both improving clinical outcomes of CYP and their families, and the study of educational input to all levels of staff across the hospital.
- Collaborate in studying and developing educational strategies to improve patient care.
- As part of the education and training framework, ensure promotion of nursing research and higher academic attainment, empowering nurses to become more research active. Encourage national/international publications, working in collaboration with the clinical reader/professor of congenital cardiac nursing.
- Foster a culture of innovation, develop strong partnerships with local universities. Collaborate with the medical research lead to promote multi-professional research and development; encourage dissemination of research findings to support delivery of care across the national/international profile.
- Collaborate with the CCHN lead nurse in promoting a culture of quality and excellence. Develop the role of monitoring and further development of standards of care relevant to CYP with cardiac conditions and influence national developments.
- Ensure the requirements of statutory and other regulatory bodies are met in the provision and quality assurance of nursing education.
- Participate in the activities of professional bodies and associations to develop and revise educational programmes, nursing practice guidelines and protocols relevant to children’s cardiac specialist nursing.
- Lead quality initiatives across the CCHN and implement effective processes of change and innovation.





Criteria	Essential (lead nurse)	Desirable
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>• Desire to strive for high standards in clinical practice.</li> <li>• Awareness of changing policies in children's cardiac care.</li> <li>• Project management skills: able to set priorities and meet deadlines in collaboration with a range of professionals.</li> <li>• Good information technology skills in:                             <ul style="list-style-type: none"> <li>• word processing</li> <li>• spreadsheet</li> <li>• database</li> <li>• internet/academic resources</li> <li>• e-learning/web-based materials/electronic communications.</li> </ul> </li> <li>• Organisational skills, such as time management and ability to meet deadlines.</li> <li>• High level of oral, written and IT communication, and presentational skills to a range of audiences.</li> <li>• Proven ability to apply research to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to teach to a range of CPD, undergraduate and postgraduate students.</li> <li>• High levels of competence in applied research skills.</li> </ul>
Other requirements, such as values and behaviours	<ul style="list-style-type: none"> <li>• Evidence of self-directed career-long learning.</li> <li>• Willingness to undertake further education and training to meet requirements of post.</li> <li>• Commitment to promoting the values that underpin the specialty and applied research activities.</li> <li>• Commitment to develop nursing and to build and preserve a high-profile reputation, nationally or internationally for the network.</li> </ul>	<ul style="list-style-type: none"> <li>• Honorary contract with higher education institution.</li> </ul>



Role description: Fetal cardiology nurse specialist

Pay band: Minimum AfC band 7\*

Responsible to: CCHN lead nurse

Responsible for: Providing expert information and ongoing support to parents who have



- Provide and present data to the cardiac unit management and other meetings, as required.
- Participate in relevant conferences.
- Demonstrate a professional approach to work and act in accordance with the trust's personal responsibilities framework and *The Code* (NMC, 2018a) at all times.
- Participate in staff appraisal, staff development and in-service training activities in line with the Knowledge and Skills Framework.
- Meet NMC revalidation requirements; identify own learning needs and ensure own professional development is maintained by keeping up-to-date with practice developments.
- Undertake further training and academic qualifications as relevant to the role and service requirements.

In carrying out these duties, the employee is required to take responsible care to avoid

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- build on links with local HEIs to integrate research and to establish educational programmes to ensure continuous development of professional caring for children with

- Lead the development, implementation and evaluation of QIPP initiatives within cardiac services for children.
- Evaluate various models for all aspects of service provision. In particular, how each contributes to the health improvement programme and ensures equity of access at a local level.
- Link into national programmes of education, taking a key role in developing and delivering training and education to the NHS workforce via HEIs, specifically in relation to the specialist training of medical students, post-registration students and allied health practitioners, as well as children's cardiac nurse specialists. 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





Criteria	Essential	Desirable
Education	<ul style="list-style-type: none"> <li>• Registered children's nurse.</li> <li>• Master's degree in advanced practice.</li> <li>• Mentoring/teaching qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Honorary contract with HEI.</li> <li>• PhD or working towards.</li> <li>• APLS/PALS instructor status.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Minimum of five years' post-registration experience in children's cardiac care at an advanced practice level.</li> <li>• Teaching children's cardiac care at undergraduate and postgraduate levels in academic and clinical settings.</li> <li>• Networking at all levels.</li> <li>• Clinical guidelines/protocol development.</li> <li>• Recognition as an innovator in the field of children's cardiac care.</li> <li>• Resource management.</li> <li>• Expert clinical practice.</li> <li>• Ability to work autonomously and manage a defined caseload.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development at academic level.</li> <li>• Representation on relevant regional, national or international committees, boards or networks.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>• Evidence of health services audit and research activity within specialty.</li> <li>• Evidence of dissemination of evidence-based research and applying research to clinical practice.</li> <li>• Presentation at national and international meetings, conferences and symposia.</li> <li>• Good research practice/research governance (current GCP consent).</li> <li>• Development of integrated care pathway(,).3iarcf inmittees, h governance )-4.5 (e)-14.5 (s)-9.2 (e)-12.1 (a)-6.5t511.9 (n)9p2.9 (n)9p Tw 15 Egiofirt Ped resurrent GCcf iero7o ccf ir</li> </ul>	



Role description:





- Continues to update and reassess policies and procedures related to patient care, utilising an evidence-based practice approach, disseminating information organisation-wide.
  - Initiates and develops research strategies within the specialty that benefit patient care and add to the evidence base, optimising and supporting patient care and outcomes.
  - Participates in research projects established within the organisation and liaises with research nurses.
  - Continually updates own knowledge around research activities in the care of children and young people, within the organisation, regionally, nationally and internationally.
  - Maintains a professional resource role within ongoing clinical trials.
  - Develops integrated care pathways on an ongoing basis.
  - Critically engages in research and audit activity.
  - Identifies need for further research to strengthen evidence for best practice.
  - Facilitates collaborative links between the three levels of care provision; to engage in audit and research; share practice and provide equity of standards of clinical care.
  - Leads and maintains clinical databases for the effective audit of practice and its outcomes. Participates in and advances the audit and research process within area of practice, including the identification of research questions, data collection and analysis as well as the implementation and dissemination of findings.
  - Advances the audit and research process throughout the patient journey, including the identification of research questions, data collection and analysis, as well as the implementation and dissemination of findings.
  - Uses audit tools to critically appraise daily practice and best use of current practices.
  - Critically evaluates research findings and their application to practice, patient groups and effects on outcomes.
- 
- Participates in the identification of training needs and works with the education and training teams to develop programmes for both nursing and medical staff, within the

- Disseminates expertise and knowledge through presentation and lectureship, outside of the CCHN.
  - Evaluates educational outcomes set in training programmes and development plans on an ongoing basis.
  - Acts as a mentor/supervisor and role model for colleagues undertaking further training at an advanced level.
  - Constantly endeavours to identify and utilise opportunities to educate patients and their carers on aspects of health promotion across the spectrum of child health issues.
  - Ensures own professional development continues and maintains competence as an ACP, in line with national ACP role developments.
  - Provides coaching and guidance for CYP, parents, carers, families, colleagues.
  - Advocates for collaborative learning across the CCHN, supporting the wider team and the clinical educator.
- 
- Ensures all relevant information is effectively compiled and adequately recorded.
  - Develops, reviews and promotes information materials for patients and families in relation to diagnosis, treatment and long-term problems.
  - Promotes and maintains effective channels of communication in a sensitive and professional manner within the hospital and shared care agencies for continuity of care, including for parents, patients and professionals.
  - Provides and receives highly complex information from and to children, their families and health care professionals, and sensitively discusses emotive issues, in a competent and transparent manner.
  - Effectively manages highly emotive situations of shock, anger and grief with adviitd y ma6 ch-1.5 (e)2.3.








- Support local principal investigators in meeting their responsibilities outlined in regulatory and legal frameworks.
- Carry out and co-ordinate clinical procedures and treatment interventions, where stipulated and according to protocol.
- Co-ordinate the collection and processing of research samples in the clinical areas, ensuring that these are taken at the correct time points and according to trial protocols.
- Be professionally accountable for all actions and recognise limitations of the role.
- Identify and screen appropriate study participants, in accordance with the protocol, and in conjunction with other members of the clinical and research team.
- Provide complex information and education in a way that is suitable for the child, their carers and families.
- Take informed consent for designated research studies as agreed within the protocol ensuring that the consent process is completed accurately according to ICH GCP guidelines and that the parent/carer and, when applicable, the child fully understands all aspects of the trial.
- Support patients and their parent/carers throughout the research process.
- Acting in a pivotal liaison role between the research and clinical functions for the ward/unit, by providing effective communication, direction and support for health care professionals, patients and relatives.
- Provide knowledge and demonstrate accurate attention to detail in documentation tasks, to include:
  - investigator site file maintenance
  - CRF completion
  - documenting source data.
- Contribute to the auditing and monitoring of research studies; respond to recommendations ensuring outcomes are shared within the team, division and wider research community as appropriate.
- Act as a resource to PIs in ensuring all adverse events and serious adverse events are reported in line with ICH-GCP, ISO 14155 and adverse events reporting policy.
- Where appropriate, liaise with the R&I department in identifying any blockages to recruitment and the running of the trial; support the study team in developing strategies to mitigate them.
- Support the study team in ensuring all reporting to regulatory bodies, R&I and research networks (if applicable) is done in a timely manner.
- Support the study team to ensure that all research study equipment used by the research nurse is checked and calibrated with supporting documentation retained.
- Liaise with sponsors to ensure all arrangements for research governance for each study are in place.







# Appendix 12: Example job description: Associate professor/reader (career framework level 8)

Role description: Associate professor/reader

Pay band: Academic grade 9

Responsible to: Dean of faculty

Minimum experience: PhD in a relevant discipline

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





- Assigned research students and other students.
- Assigned administrative and technical staff.
  
- 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

Criteria	Essential	Desirable
Education	<ul style="list-style-type: none"> <li>• Registered children's nurse.</li> <li>• PhD in a relevant discipline.</li> </ul>	
Knowledge and experience	<ul style="list-style-type: none"> <li>• High degree of specialist knowledge developed from academic and/or professional experience and qualification routes.</li> <li>• Capacity to develop high-level teaching and research programmes.</li> <li>• Required to be an externally recognised authority in the subject area.</li> <li>• Exercises a leadership role in relation to teaching/learning policies and pedagogy or research and consultancy activities for the school/department.</li> <li>• Is expected to take the lead on, and manage, delivery of the design and implementation of written course materials and guides.</li> <li>• Plays a leading role in institution-wide committees and/or external bodies.</li> <li>• Track record of delivering national level applied research outputs.</li> <li>• Track record of securing income or external funding.</li> <li>• Management of individual research and/or academic staff.</li> <li>• Supervision of research fellows, assistants and other postgraduate students.</li> <li>• Project management.</li> <li>• Partnership working.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic leadership of a subject-specific or interdisciplinary research team or similarly oriented body.</li> <li>• Leadership and management of an academic and/or research team.</li> <li>• Track record of delivering international-level applied research outputs.</li> <li>• Budgetary management.</li> <li>• Responsibility for managing staff recruitment, performance and retention.</li> <li>• Representation on relevant regional, national or international boards.</li> </ul>
Research, publications and special interests	<ul style="list-style-type: none"> <li>• Significant record of research and publication or other forms of dissemination (such as policy or service delivery advice) in a relevant field.</li> </ul>	<ul style="list-style-type: none"> <li>• International reputation in a relevant field.</li> </ul>
Job-related skills and aptitudes	<ul style="list-style-type: none"> <li>• High levels of competence in applied research skills.</li> <li>• Awareness of changing policies in a relevant field.</li> <li>• Organisational skills, such as time management and ability to meet deadlines.</li> <li>• High-level of oral, written and IT communication and presentational skills to a range of audiences.</li> <li>• Ability to teach to a range of CPD, undergraduate and postgraduate students</li> </ul>	
Interpersonal skills	<ul style="list-style-type: none"> <li>• Flexibility.</li> <li>• Excellent people skills.</li> <li>• Leadership style which promotes collaboration and open two-way communication.</li> <li>• Communicates regularly with colleagues in peer communities within and outside the university on professional/specialist topics, leading and building collaborative partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic leadership skills.</li> <li>• Ability to develop a high-performing team to deliver individual and team outputs and targets.</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Commitment to promoting the values that underpin the discipline and applied research activities.</li> <li>• A commitment to develop the discipline to build and preserve a high profile national or international reputation for the university.</li> </ul>	

Role description: Professor

Pay band: Academic Grade 10 (career framework level 9)

Responsible to: Dean of faculty

Minimum experience: PhD in a relevant discipline

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

#### 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,



- Collaborators: External organisations and partners locally, nationally and internationally.
- Other: External organisations, as necessary.



# 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
SAo2	Saturation of oxygen
SBAR	Situation, background, assessment, recommendation
VSD	Ventricular septal defect





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This is an RCN practice guidance. Practice guidance are evidence-based consensus documents, used to guide decisions about appropriate care of an individual, family or population in a specific context.

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This publication provides optimum standards for the nursing care of infants, children and young people with congenital heart disease. It includes recommendations for education and training, underpinned by competency frameworks and career pathways.

Publication date: June 2021 Review date: June 2024

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