



A professional development framework for paediatric respiratory nursing



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This document has been adapted from the following publication:

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Introduction

Paediatric respiratory nurses are an important component of the multi-professional team for a wide variety of respiratory conditions, providing holistic care for patients in a variety of settings.

We hope that this document will support the necessary training and development needs of the paediatric respiratory workforce (2).

The document has been developed deliberately to address generic paediatric respiratory nurse competencies, and reflects the Four Pillars of Practice of a Nurse Specialist (3) and Multi-Professional Framework for Advanced Clinical Practice (4)

- Clinical expertise
- Leadership
- Research
- Education and training

The competency framework provides a potential career pathway, for paediatric nurses, from a band 5 nurse to nurse consultant. While this does not cover general practice nursing specifically, we would also direct nurses to the Fit to Care document published by the Primary Care Respiratory Society (5).

Importantly, the document aligns with the core competencies outlined in Agenda for Change job matching profiles (6). This is to ensure that the expertise and experience of paediatric respiratory nurses, is recognised, acknowledged and reflected in job descriptions and banding of positions.

We envisage and hope that this professional development framework should be used by paediatric nurses to assess their competencies, highlight and support their training needs, and by managers to ensure the paediatric respiratory nurse workforce has appropriate training, skills and experience to provide high quality respiratory nursing care.

Method of production

In May 2020 the British Thoracic Society (BTS) published a professional development framework for adult respiratory nurses (1). As was the case for adult nurses, there is no recognised career pathway to guide current or aspiring paediatric respiratory nurses. Representatives from the National Paediatric Respiratory and Allergy Nurses Group (NPRANG) approached the authors of the BTS document for adult respiratory nurses to request assistance to develop a comparable framework for paediatric nursing. The BTS Workforce and Service Development Committee approved the development of this document.

This document draws heavily on the information contained in the BTS professional development framework for adult respiratory nurses and has been revised for paediatric respiratory nurses.

The draft document was approved for public consultation in January 2021.

How to use this document

This document provides a potential career pathway for paediatric respiratory nurses and provides a framework to establish levels of knowledge and skills in practice, professional development and accountability.

The document is a generic tool which can be adapted to reflect the local context of specific roles within specialties and to track the learning and development impact on a paediatric respiratory nurse's performance. It provides a link between personal and organisational goals enabling nurses to map their development against higher level practice standards and maintain evidence of fitness to practice for registration. It is important to note that while this document can aid personal development, an individual's competencies, and reassessment of these competencies, should be reviewed as part of a standard annual appraisal process.

The document aims to reflect the continuum of development within specialist roles, enhance standards and aid recruitment and retention. It enables the role to integrate into national and local initiatives, providing a structure to ensure smooth succession planning.

The focus of the document is on the post, not the person, reflecting the Agenda for Change job matching profiles.

The professional development framework can be used:

- To identify the knowledge and skills required for individuals applying for new posts.
- As an appraisal tool to support standards of Respiratory nursing care.
- To provide a professional assessment guide for Paediatric Respiratory nursing practice.
- To support revalidation and personal development

The statements in table 1 include the Agenda for Change band, qualifications required, core clinical skills, education, training and knowledge, leadership and management and research. The core competencies from each Agenda for Change band are incremental e.g. the requirements for band 5 will be expected for all subsequent Agenda for Change band and so on. Therefore, requirements outlined in this framework are cumulative and therefore carry forward to the next band.

As this is a new document, it will be reviewed by members of NPRANG and BTS 12-18 months after publication.

Supporting evidence to demonstrate evidence of achievement

Evidence to support career progression may vary but could include the following:

- Portfolio, reflective diary, peer accreditation/review
- Directly observed practise
- Performances review
- Certificates: Academic achievements
Attendance (study days, conferences)
- Audit / Quality Improvement /research completed
- Record of publication, posters, presentations
- Production of protocols, business plans, policies, practise innovation and needs analysis
- Participation on committees and steering groups
- Teaching including: Teaching programmes
Mentorship programmes
Organising meetings
Study days
Conferences
- Enable inclusion of individual patient feedback (thank you letters/cards, pictures drawn by young patients)

Acknowledgements:

We are grateful to the organisations and individuals who participated in the public consultation.

References:

1. British Thoracic Society, A professional development framework for respiratory nursing. British Thoracic Society Reports, Vol 11, Issue 1, 2020 .
 2. Yorke J, Prigmore S, Hodson M, et al 2017. Evaluation of the current landscape of respiratory nurse specialists in the UK: planning for the future needs of patients. BMJ Open Resp Res 2017;4:e000210. doi:10.1136/
 3. RCN (2014) Specialist and advanced children's and young people's nursing practice in contemporary health care: guidance for nurses and commissioners. <https://www.rcn.org.uk/-/media/royal-college-of-nursing/documents/publications/2014/june/pub-004579.pdf?la=en>
 4. Health Education England (2017) Multi-professional Framework for advanced clinical practice. <https://www.hee.nhs.uk/our-work/advanced-clinical-practice/multi-professional-framework>
 5. Primary Care Respiratory Society (2017) Fit to Care
<https://www.pcrs-uk.org/resource/fit-care>
 6. NHS Employers (2019) NHS Job Evaluation Handbook (nhsemployees.org)
<https://www.nhsemployers.org/news/2019/03/new-job-evaluation-handbook>
- Royal College of Nursing Standards for Advanced Level Nursing Practice
- <https://www.rcn.org.uk/professional-development/publications/pub-007038>
- RCN key resources guide on Advanced Nursing Practice - <https://www.rcn.org.uk/library/subject-guides/advanced-nursing-practice>

Useful documents / links:

1. Royal College of Nursing Tuberculosis Nurse Competency Framework for TB Prevention, Care and Control, December 2017
<https://www.rcn.org.uk/clinical-topics/public-health/tuberculosis>
2. National consensus standards for the nursing management of cystic fibrosis, May 2001:
<https://www.cysticfibrosis.org.uk/the-work-we-do/resources-for-cf-professionals/consensus-documents>
3. Interim NHS People Plan 2019. <https://www.longtermplan.nhs.uk/publication/interim-nhs-people-plan/>
- 4 National Paediatric Respiratory and Allergy Nurses Group (NPRANG) development, self-assessments and frameworks - <http://www.nprang.co.uk/>

Professional development framework for paediatric respiratory nurses

Band	Qualifications	Core Clinical Skills	Knowledge/ Training & Experience	Leadership and management	Research
<p>Band 5 Paediatric Staff Nurse</p>	<p>Registered paediatric nurse. Paediatric nursing degree (BSc)/ Diploma</p>	<p>Accurately record age appropriate clinical data and understand its significance e.g. heart rate and rhythm, respiratory rate, pulse oximetry, peak flow rate, blood pressure, carbon monoxide level.</p> <p>Understanding of the benefits of non-pharmacological interventions for respiratory illnesses/ conditions (such as smoking/ vaping cessation, weight management, physical activity and exercise).</p> <p>Understanding of motivational skills and empathic communication. Able to assess smoking status, provide very brief advice for smoking cessation and refer to appropriate stop smoking service. This should also include parents/ carers of children and young people. Consider the smoking journey of young people and advice required to enable smoking/ vaping cessation.</p> <p>Able to assess and train inhaler technique and age-appropriate spacers (+/- a facemask) across all age groups to patients, carers and other Health Care Professionals. This training should follow UKIG standards.</p> <p>Able to undertake a holistic nursing respiratory assessment and impact on</p>	<p>Understanding of respiratory anatomy. This should include embryonic development and the effects of prematurity on lung function trajectories and function.</p> <p>Understanding of more common respiratory pathophysiology and respiratory conditions.</p> <p>Knowledge of relevant paediatric guidelines related to respiratory conditions and how they influence care and practice.</p> <p>Understanding of the physiological and psychological differences between an infant, child, young person and adult.</p> <p>Understanding the role atopy plays within respiratory disease in children.</p> <p>Understanding of relevant investigations/tests e.g. spirometry.</p> <p>Understanding of holistic care and management of long-term conditions and their impact on physical and mental well-being.</p>	<p>Understands own role within the wider multi-disciplinary team.</p> <p>Can articulate own development needs.</p> <p>Participates in professional networking.</p> <p>Participates in clinical supervision</p>	<p>Awareness of research, audit and quality improvement.</p> <p>Awareness of the value of Patient and Public Involvement (PPI in both research and service improvement.</p> <p>Participates in Quality Improvement activities/ audits.</p> <p style="text-align: right;"><i>Continued...</i></p>

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		<p>social and psychological well-being. Understand the importance of family support.</p> <p>Awareness, knowledge and implementation of safeguarding procedures in relation to children, vulnerable patients and carers.</p> <p>Awareness of the need to start early transition preparation for young people moving from paediatric to adult services.</p> <p>Ability to communicate across all generations taking into account age, learning, language and disability.</p> <p>Discharge planning - for inpatients to minimise length of stay where possible.</p> <p>The use of the MDT for example play, psychology etc.</p> <p>Other training e.g. knowledge of home oxygen for children with specific respiratory conditions</p>	<p>Willingness to work towards relevant respiratory modules/In-house training.</p> <p>Knowledge of providing very brief advice on smoking cessation.</p> <p>Awareness and implementation of evidence-based paediatric guidelines.</p> <p>Knowledge of self-management – access to information and resources, knowledge of local support groups (for patients, parents/ carers)</p> <p>Relevant skills to enable teaching, coaching skills, clinical supervision and mentoring of colleagues.</p> <p>Adaptable teaching skills in relation to patients, parent/ carers and colleagues in a variety of settings e.g. hospital, home, school etc.</p> <p>IT skills appropriate to role.</p>		
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Band	Qualifications	Core Clinical Skills	Knowledge/ Training & Experience	Leadership and management	Research
<p>Band 6 Paediatric Respiratory Nurse/ Specialist</p> <p>Plus all elements from Band 5.</p>	<p>Paediatric Nursing degree (BSc).</p> <p>Recognised relevant post graduate education level 6 or above</p>	<p>Specialist clinical assessment skills for example chest auscultation, physical assessment, spirometry, blood gases (dependent on requirements of the team/role).</p> <p>Good communications skills.</p> <p>Implementation of evidence-based paediatric guidelines.</p> <p>Autonomous working according to level of competence.</p> <p>Understanding/use of health related quality of life (HRQL/ PAQLQ) questionnaires, patient reported outcome measures (PROMS/ HACHQ) and patient reported experience measures (PREMS).</p> <p>Awareness/knowledge of and ability to implement safeguarding measures in relation to children not brought to appointments or failure to collect repeat medication.</p> <p>Ability to follow transition pathway with young people ensuring all aspects of plan is completed.</p>	<p>Evidence of training including pathophysiology, pharmacological treatments, inhaler training, accredited spirometry training.</p> <p>Specialist knowledge of respiratory disease including disease specific paediatric management pathways.</p> <p>Knowledge of more complex lung function tests, through visiting lung function lab, local teaching e.g. use of Lung Clearance Index in CF, exercise testing in asthma</p> <p>Prescribing qualification (if applicable and desirable for the role).</p> <p>Able to interpret relevant investigations/test e.g. spirometry.</p> <p>Adaptable teaching skills in relation to patients/carers/colleagues.</p> <p>Develops written and verbal presentation skills.</p>	<p>Able to advocate confidently on behalf of a patient/care givers and colleagues.</p> <p>Develops leadership skills.</p> <p>Participates in and provides Clinical Supervision and mentorship programmes.</p> <p>Participates in networking opportunities</p>	<p>Participates in audit and Quality Improvement initiatives.</p> <p>Participates in research</p> <p style="text-align: right;"><i>Continued...</i></p>

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Band	Qualifications	Core Clinical Skills	Knowledge/ Training & Experience	Leadership and management	Research
<p>Band 7 Paediatric Respiratory Nurse Specialist</p> <p>Plus all elements from band 5 & 6.</p>	<p>Paediatric nursing degree (BSc). Commitment to work towards level 7 / (11 in Scotland) modules. Prescribing qualification (if applicable and desirable for the role).</p>	<p>Highly developed clinical skills in specialist field and within the field of paediatric nursing.</p> <p>Diagnostic skills relevant to the specialty.</p> <p>Advanced communication skills. Confident to work in a rapidly changing environment +/- complex needs management.</p> <p>Autonomous working.</p> <p>Supervising junior members of the team.</p>	<p>Specialist knowledge of disease specific paediatric guidelines. Effectively implement evidence-based paediatric guidelines with their colleagues</p> <p>Advanced written and verbal presentation skills.</p>	<p>Leadership skills. Initiates and leads evidence-based strategies.</p> <p>Management experience. Promotes service development, improvements and expansion.</p> <p>Able to articulate the value of paediatric nursing.</p>	<p>Undertakes audit, research and Quality Improvement initiatives and activities</p> <p style="text-align: right;">Continued.....</p>

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Band	Qualifications	Core Clinical Skills	Knowledge/ Training & Experience	Leadership and management	Research
<p>Band 8 Paediatric Respiratory Nurse Specialist/ Lead nurse</p> <p>Plus all elements from band 5 - 7.</p>	<p>Master's degree (MSc or MA)</p>	<p>Advanced/expert clinical skills in specialist field and within the field of paediatric nursing.</p>	<p>Has highly specialist knowledge/experience in specialist field and within the field of paediatric nursing.</p> <p>Advanced understanding of holistic care and management of long-term conditions and their impact on physical and mental well-being.</p>	<p>Strategic leadership roles – Regionally.</p> <p>Influence regional Committees.</p> <p>National working.</p> <p>Advanced presentation and interpersonal skills.</p> <p>Leads service improvement/redesign/expa nsion of service.</p> <p>Complex problem solving and conflict management skills.</p>	<p>Undertakes research, involvement in audit and Quality Improvement activities.</p> <p style="text-align: right;"><i>Continued...</i></p>

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Band	Qualifications	Core Clinical Skills	Knowledge/ Training & Experience	Leadership and management	Research
<p>Band 8 Paediatric Respiratory Nurse Consultant Undertakes the 4 pillars of the national nurse consultant specification (practice, research, education, and leadership) Plus all elements from band 5-7.</p>	<p>Master’s degree (MSc or MA). Working towards a PhD/Doctoral degree.</p>	<p>Advanced/expert clinical skills in specialist field and within the field of paediatric nursing.</p>	<p>Has expert knowledge in specialist field and within the field of paediatric nursing.</p> <p>Advanced understanding of holistic care and management of long-term conditions and their impact on physical and mental well-being.</p>	<p>Strategic leadership roles- regionally/national influence/national committees/international working.</p> <p>Evidence of publications.</p> <p>Contributes to paediatric nursing knowledge and practice at a national level.</p>	<p>Regularly undertakes and leads audit/Quality Improvement activities.</p> <p>Represents and leads paediatric nursing research projects relevant to the profession.</p> <p>Acts as Principal Investigator for research studies.</p> <p>Leads on research grant applications.</p> <p>Supervision of students undertaking post basic courses e.g. MSc /MPhil.</p> <p style="text-align: right;"><i>Ends</i></p>