



London Neonatal
Operational Delivery Network



PAN LONDON CLINICAL LEADERSHIP COMPETENCY DOCUMENT

Name:

Hospital:



Personal Details

| | |
|--|--|
| Name and Band | |
| Hospital | |
| Date document started | |
| Date document completed | |
| Date of formal education completion | |

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PURPOSE OF THIS DOCUMENT IN THE NATIONAL PICTURE: Pan London Neonatal Nurse Leadership Document

Introduction

This competency document has been developed by the Pan London Practice Development Nurses as a guide for Band 6 nurses to progress into the operational management role within the Neonatal Unit. This work place tool and framework aims to help develop nurses to acquire the relevant knowledge and skills to safely and effectively manage/lead their teams in a clinical setting. Upon completion of this document, it is hoped that individuals will be competent and ready to take up the responsibilities of managing the Unit safely as well as being a good role model. It is also applicable for Band 5 nurses who are preparing to take a more responsible role following a period of consolidation after their QIS course. This document is completed with the support of a Band 7 Sister/ Charge Nurse or the local Practice Development Nurse who will supervise the individual's practice and sign off the competencies that the individual has achieved.

The Pan London Neonatal Practice Development Nurses acknowledge the importance of working together to building teams of neonatal nurses that are "fit for the future". It is one of the aims of Ruth May, Chief Nursing Officer (2019), to develop the quality of management and leadership at every level to enable front line staff to lead change.

Acknowledgements

Lead: Rachel Vinu-Job (Lead Practice Educator, Neonatal Unit, Homerton University Hospital), Mui Choihoong (Practice Educator, Neonatal Unit, Hillingdon Hospital), Angelina Iringan (Practice Development Nurse, Neonatal ICU, Royal London Hospital)

We would like to acknowledge all the hard work and contributions from the Pan London Practice Nurse Educators Group and the London Neonatal Operational Delivery Network for their support in producing this document

Clinical Leadership

| COMMUNICATION SKILLS Demonstration and practice may require more than one episode | | |
|---|--|---|
| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
| Communicate effectively with colleagues, MDT, parents/carers and relatives | | |
| Provide constructive feedback to colleagues, junior staff and students | | |
| Maintains accurate and complete records both written and electronically | | |
| Ensure parents are updated and involved in decision making | | |
| Demonstrate honesty and compassion when dealing with parents/carers, colleagues and relatives | | |
| When in charge, delivers a detailed verbal handover to the incoming nursing team | | |
| Undertakes appropriate referral to <ul style="list-style-type: none"> a) MDT, medical and senior nursing team b) Other units within and out of Network c) Able to troubleshoot in case of no emergency cot | | |
| Listen to the views of staff and parents/carers or relatives to improve quality of care or potential improvement to service delivery | | |

COMMUNICATION SKILLS

Demonstration and practice may require more than one episode

| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
|--|--|---|
| Provide encouragement and opportunity for others to engage in decision-making and to challenge constructively | | |
| Recognise and acknowledge the contributions and expertise of staff | | |
| Demonstrate awareness of how issues of trust and respect can affect team communication | | |
| Able to relay information effectively from other professionals in written or electronic formats according to information governance guidance and security | | |
| Aware of the different strategies and tools in communication, and how to use them appropriately when interacting with babies, parents/carers, relatives and colleagues | | |
| Breaking bad news to parents/carers/families with compassion and accuracy in an optimum environment | | |
| Aware of procedure for booking interpreter services, language line | | |

CONFLICT MANAGEMENT

Demonstration and practice may require more than one episode

| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
|--|--|--|
| Diffuse situation using appropriate technique Methods used to diffuse conflict: a) Basic Negotiations – working out a solution agreeable to all parties b) Misconception – address the conflict, find a common ground and listen to both sides without bias c) Considerations – use intuition in disputes d) Prevention of conflicts – conflict management training, listen to employee suggestions (smallbusiness.chron.com) | | |
| Manage verbal complaints from parents and/or staff a) Effective Listening b) Empathy c) Coaching (e.g. be transparent, provide encouragement, explain plans and goals, set realistic and achievable targets) | | |

CONFLICT MANAGEMENT

Demonstration and practice may require more than one episode

| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
|--|--|--|
| Negotiate and mediate conflict arising during a clinical shift Determine: a) Whether both parties (parents, staff etc.) are aware that there is conflict b) The cause of conflict – always hear both sides and remain impartial c) Whether resolution of issues is urgent or may be delayed d) Manage conflicts away from clinical area where possible | | |
| Escalate concerns involving medical, nursing and/or MDT colleagues Categorising the concern: a) Recognising behavioural markers b) Health and behaviour c) Other personal circumstances affecting behaviours d) Formal action on conduct issues e) Preparing to handle the concern | | |

CONFLICT MANAGEMENT

Demonstration and practice may require more than one episode

| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
|---|--|--|
| Awareness of bullying and harassment policy and appropriate actions required <ul style="list-style-type: none">a) Investigate complaints promptly and objectivelyb) Escalation protocolc) Informal approachesd) Counsellinge) Mediationf) Disciplinary Procedures in accordance with Trust Policyg) Aware of available support and resources for staff | | |
| Recognise the impact of stress in others, and self, providing coping strategies <ul style="list-style-type: none">a) Managing stressb) Recognising stress triggerc) Awareness of where to seek support via occupational health, internal employee assistance programmes and/or external professional organisation | | |

CONFLICT MANAGEMENT

Demonstration and practice may require more than one episode

| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
|--|--|--|
| Maintaining a calm and professional manner when communicating with parents/carers and/or relatives to defuse/de-escalate potential hostile situations <ul style="list-style-type: none">a) Understanding clinically challenging behaviourb) Managing risk and assessing behavioursc) Strategies to manage conflictd) Attend conflict resolution traininge) Communication and information sharingf) Organisational responsibilitiesg) Able to contact the trust security team/police when dealing with an individual who is aggressive or displays threatening behaviour | | |

CONFLICT MANAGEMENT

Demonstration and practice may require more than one episode

| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
|--|--|--|
| Awareness of PALS and complaints procedure within the trust, NHS complaints process and procedures Recognising the difference between a 'concern' and a 'complaint' <ul style="list-style-type: none">a) Able to explain the complaint processb) Demonstrate the ability to manage complaintsc) Demonstrate or describe how to respond and manage informal complaints/procedured) Understand the importance of local de-escalation processe) Duty of Candour processf) Recognises individual responsibility to provide written statement or interview | | |

| SAFETY Demonstration and practice may require more than one episode | | |
|---|--|---|
| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
| Health and Safety aspects Relating to neonatal care, infection control, moving and handling, fire, equipment, clinical emergency, organisational emergency and personal health maintenance <ul style="list-style-type: none"> a) Assessing risk b) Reducing risk c) Policy and Guidance d) Assessing training needs e) Incident reporting f) Human Factors & Situational awareness g) Is knowledgeable of the Trust major incident plan as well as local and individual responsibilities regarding the relocation of staff h) Able to demonstrate adherence and raising awareness of colleagues roles in maintaining security within the clinical area i) Demonstrate a sound knowledge base of emergency procedures and able to initiate evidence based action with respect to neonatal emergencies | | |

| SAFETY Demonstration and practice may require more than one episode | | |
|---|--|---|
| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
| <p>Health and Safety aspects</p> <p>j) Demonstrate knowledge of Trust based Business Continuity and Emergency planning policy and strategy. <i>Business Continuity Management (BCM) is planning to ensure that the organisation has a quick and streamlined return to "business as usual" in the event of a major disruption.</i> This is a statutory duty of a Category 1 responder.</p> <p>NHS England (2016), NHS England (2017)</p> <p>k) Aware of emergency evacuation procedures and the role of Fire Incident Manager, as well as advising colleagues about fire alarms, fire assembly point and fire equipment</p> | | |

ROLE MODEL

Demonstration and practice may require more than one episode

| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
|--|--|--|
| <p>Illustrates the ability to self-reflect and is self-aware Knowing your limitations</p> <p>Role modelling positive qualities</p> <ul style="list-style-type: none">a) Good interpersonal skillsb) Ability to motivatec) Positive outlook <p>Open to constructive feedback</p> <ul style="list-style-type: none">a) Undertakes yearly appraisalb) Regularly reflects on own practice <p>Maintaining professional knowledge & expertise</p> <ul style="list-style-type: none">a) Provides evidence of self-directive learningb) Display the ability to impart knowledge to others | | |
| <p>Adhere to professional values</p> <ul style="list-style-type: none">a) Uphold Trust professional valuesb) Uphold NMC professional 'Code of Conduct' <p>www.nmc.org.uk/standards/code</p> | | |

ROLE MODEL

Demonstration and practice may require more than one episode

| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
|---|--|--|
| Integrity <ul style="list-style-type: none">a) Commitment - setting high standards of care, team building, develop good communication skillsb) Trustworthyc) Supportive of staff and work placed) Is a valued member of the teame) Conveys a welcoming atmospheref) Takes initiative and is adaptable | | |
| Act professionally and ethically at all times <ul style="list-style-type: none">a) Behaves professionallyb) Dedicated to rolec) Possess self-control at workd) Good time management skillse) Politef) Maintains confidentiality as/when appropriateg) Be equitable - treat people as individuals, respectful of others | | |

| ROLE MODEL Demonstration and practice may require more than one episode | | |
|--|--|--|
| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
| Resilient <ul style="list-style-type: none"> a) Open to learning e.g. from mistakes and new ideas b) Utilise opportunities available to improve self c) Develop an empathetic approach of how one's leadership and decisions can influence others or develop the ability to shape others d) Develop ability to communicate one's vision and expectations to enable others to follow e) Positive attitude at work | | |
| Empowering others: <ul style="list-style-type: none"> a) Encourage staff to question and reflect on clinical practice and professional behaviour to promote best practice and foster open culture b) Support junior staff to develop confidence and self-esteem | | |

| MANAGEMENT Demonstration and practice may require more than one episode | | |
|--|--|---|
| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
| Escalate and managing capacity issues <ul style="list-style-type: none"> a) Bed occupancy b) Acuity c) Open and closed unit status d) Skill mix and staff allocation e) Organising adequate staffing and skill mix for subsequent shifts f) Utilising daily unit capacity dataset | | |
| Demonstrate procedure for booking bank and/or agency staff | | |
| Sickness/absence <ul style="list-style-type: none"> a) Utilise resources to find substitute for sick employee b) Report all sickness/lateness/absence to the senior sister/Lead nurse c) Informed about sickness/absence policy | | |
| Prepare for potential repatriation and transfers within the London network and beyond <ul style="list-style-type: none"> a) Liaise with referring unit and providing appropriate information b) Understand the various means of information sharing (Badger net breaking glass, nhs.net email, telephone) c) Communicate with EBS, SATS, NTS, CATS, ANTS or other transfer teams d) Discuss potential transfer with parents e) Demonstrate an understanding of local decision-making and its effect on the wider network | | |

| MANAGEMENT Demonstration and practice may require more than one episode | | |
|---|--|---|
| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
| Addressing inappropriate professional attitudes <ul style="list-style-type: none"> a) Able to discuss and seek advice from senior staff to address any professional concerns or difficult situations b) Able to formulate appropriate strategies to communicate to staff in a manner that promotes learning | | |
| Actively contributes and participates in the development of neonatal services Link nurse for a specific area <ul style="list-style-type: none"> a) e-rostering b) Tissue viability c) Breastfeeding d) Equipment e) Infection Control f) Risk Management g) ROP h) Other (please name) | | |
| Effective/equitable allocation of workload <ul style="list-style-type: none"> a) Consider the needs of all team members when allocating to allow regular exposure to ITU babies for all QIS nurses b) Recognising the competency levels and limitations of other staff c) Effectively trouble shoot with issues of safe staffing /skill mix d) Proposes policy/service changes | | |

| MANAGEMENT Demonstration and practice may require more than one episode | | |
|--|--|--|
| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
| Supervising and supporting colleagues Facilitate teaching and learning environment in the unit <ul style="list-style-type: none"> a) Notice and act on opportunities to release talent in others b) Creating a teaching environment for learning and development | | |
| Participating in Staff Appraisals and Revalidation Contributing to peer assessment and review Supporting junior staff in undertaking revalidation and appraisal in order to meet NMC requirements | | |
| Supporting and motivating others within group learning Supporting learners in practice | | |
| Implementing appropriate coaching technique to improve staff performance | | |

| PROFESSIONAL DEVELOPMENT Demonstration and practice may require more than one episode | | |
|---|--|--|
| Skill/procedure/knowledge | Demonstrated/Practised with supervision Date & sign by assessor | Competency achieved Date & sign by assessor |
| Reflecting on your own practice Ensuring that skills and knowledge are up to date Awareness of the national changes in relation to nursing profession and neonatal practice Adhere to the revalidation process: Attend learning events, conferences and meetings to gain a wider perspective of local and national developments within neonatal care | | |
| e-Learning for Healthcare- https://www.e-lfh.org.uk Programmes to enrol and pass on e-learning website: Management and Leadership Skills (MLS) Leadership Foundations (LDF) Leadership for Clinicians – Clinical Leadership (CLE) Complaints Handling (CPL) | | |
| Local unit - Conflict Resolution (CR) Pan London Practice Learning Group- https://plplg.uk/sssa-resources/ Standards for Students Supervision and Assessment (SSSA) | | |

(Please present certificates to your PDN team on completion)

Glossary

| | |
|-------------|------------------------------------|
| BCM | Business Continuity Management |
| ITU | Intensive Therapy Unit |
| MDT | Multi-disciplinary team |
| NHS | National Health Service |
| NMC | Nursing and Midwifery Council |
| PALS | Patient Advice and Liaison Service |
| PDN | Practice Development Nurse |
| QIS | Qualified In Speciality |
| EBS | Emergency Bed Service |
| NTS | Neonatal Transfer Service |
| CATS | Children's Acute Transfer service |
| SATS | Special Ambulance Transfer service |
| ANTS | Acute Neonatal Transfer Service |
| ROP | Retinopathy of Prematurity |

Practice Supervisors/ Assessors/ PDN Signatures

| Practice assessor's name | Banding and NMC pin | Signature |
|-------------------------------------|---------------------|-----------|
| | | |
| Practice supervisor/assessor's name | Qualification | Signature |
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Record of meetings

| | |
|---|---|
| Date of initial meeting with supervisor/assessor: | |
| Nurses SMART learning objectives: (Specific, Measurable, Achievable ,Realistic and Time bound) Please complete prior to meeting | Agreed action plan: |
| | |
| Staff name and signature: | Supervisor/assessor's name and signature: |
| | |

| | |
|---|--|
| Date of mid-point meeting with supervisor/assessor: | |
| Reflection of progress: What are your current learning needs? Please complete prior to meeting | Supervisor/assessor feedback and agreed action plan: |
| | |
| Staff name and signature: | Supervisor/assessor's name and signature: |
| | |

| | |
|--|--|
| Date of final meeting with assessor and sign off: (All core skills must be completed before sign off date) | |
| Reflection of progress: What are your current learning needs? Please complete prior to the meeting | Assessor's feedback: |
| | |
| Staff name and signature: | Assessor's name and signature: |
| | |

Reflection Diary

What went well? What did not go so well? What would you do differently next time? Why would you do things differently next time?

Reflection Diary

What went well? What did not go so well? What would you do differently next time? Why would you do things differently next time?