

Core competences for nursing children and young people





Royal College
of Nursing

RCN Legal Disclaimer

This publication contains information, advice and guidance to help members of the RCN. It is intended for use within the UK but readers are advised that practices may vary in each country and outside the UK.

The information in this booklet has been compiled from professional sources, but its accuracy is not guaranteed. Whilst every effort has been made to ensure the RCN provides accurate and expert information and guidance, it is impossible to predict all the circumstances in which it may be used. Accordingly, the RCN shall not be liable to any person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by what is contained in or left out of this website information and guidance.

Published by the Royal College of Nursing, 20 Cavendish Square, London, W1G 0RN

© 2012 Royal College of Nursing. This publication may not be lent, resold, hired out or otherwise disposed of by ways of trade in any form of binding or cover other than that in which it is published, without the prior consent of the Publishers.

RCN Competences:

Core competences for nursing children and young people

Contents

Introduction	2
Project summary	2
Assumptions	3
Supporting documents	5
Consultation	5
Relationship to NMC Standards for pre-registration nursing education	5
Core competences for nursing children and young people	7

Introduction

In 2004, the RCN published a guidance document *Services for children and young people: preparing nurses for future roles*. This identified core children and young people (CYP) nursing role descriptors and competences to inform discussions on the future of nursing education and support development of curricula focused on the unique nursing needs of children and young people. Building on that work, a project was undertaken in 2010 to review the competences in the 2004 publication in relation to a) the Knowledge and Skills Framework and b) the RCN's 2009 publication *Integrated core career and competence framework for registered nurses*.

This document summarises the project and presents a detailed explanation of six areas of competence that are specific to the nursing care of children and young people (see Appendix). These provide a useful resource for undertaking a review of educational curricula and for

anyone seeking to develop, review or influence career and competence framework development for this area of practice. It also provides the basis for competence frameworks for specialist areas of children's and young people's nursing.

Project summary

The RCN publication *Services for children and young people: preparing nurses for future roles* (2004) identifies core CYP nursing role descriptors and competences. These were used as a starting point and mapped against Knowledge and Skills Framework (KSF) dimensions to identify potential competences for inclusion in these new *Core competences for nursing children and young people* (see Table 1).

Table 1: Role descriptors mapped against KSF dimensions

Role descriptor	Suggested KSF dimension	Levels to be included in competences
Communication	C1	3,4
Working with other professionals/agencies	C1	3,4
Care management	HWB 2, 5	3,4
Teaching children, young people, parents and families	HWB 4	2-4
Promotion of health	HWB 1	1,3,4
Child and adolescent mental health	HWB 1	1,3,4
Protection of children and young people (this will be changed to safeguarding)	HWB 3	1-4
Support children, young people, parents and families through change and difficult circumstances	HWB 5	3,4
Professional, ethical and legal practice	C2, 3, 5	2-4
Knowledge and information management	IK	2-4
Development of self and others	C2	3,4
Leadership		
Teaching and education	G1	1-4
Research and evidence-based practice	C4	2-4
Health, safety and security	C3	2-4
Equality, diversity and rights	C6	2-4
Cultural competence	C6	2-4
Quality	C6	2-4
Service and practice development	C5	2-4

The RCN (2009) *Integrated core career and competence framework for registered nurses* brings together the core and specific dimensions of the KSF that are relevant to nursing, and provides the basis for the development of other specialist competences. The competences included in this framework reflect all the domains in which registered nurses may be required to practice, and apply to all registered nurses regardless of area of employment. The framework is based on many years of mapping against different policy agendas and other key influences, and was developed in close collaboration with Skills for Health.

Following a review of the RCN *Integrated core career and competence framework*, it was proposed that only eight CYP nursing competences should be developed for the new framework (see the first eight descriptors listed in Table 1) as it was argued that the subsequent 11 descriptors are generic to all fields of nursing and are therefore already included in the existing core competence framework.

After further consideration, and in consultation with a core group of key stakeholders, it was decided that there were six competences that should be further developed for the nursing care of children and young people. These are outlined in Table 2 below and fully elaborated in the Appendix.

Assumptions

Several assumptions underpin the development and use of these competences:

- the core CYP nursing competences will be used alongside the generic career and core competence framework
- only competences that are specific to CYP nursing will be included in the framework
- the levels of practice included in each competence are based on those identified for each of the KSF dimensions in the *Integrated core career and competence framework* document (see pages 88-89). This document refers to registered nurses working at practitioner (competent nurse), senior practitioner/specialist practitioner (experienced/proficient nurse), advanced practitioner (expert nurse) and consultant nurse levels. These roles have been mapped to the descriptors defined by *Skills*

for Health (Department of Health, 2006) using the *Career framework for health* as a guide. This framework reflects the extent of knowledge and skills needed to function at the defined level. A summary is provided in Table 3. The levels of practice used here differ from Agenda for Change bandings

- the specific competences may also contain generic elements to create complete competences; for example the competence relating to communication will also include elements such as record keeping, to facilitate ease of use when cross referencing with the generic framework
- specialist roles – for example, children’s diabetes nurse specialist – will have specialist knowledge and skills and therefore associated specialist competences.

Table 2: Core CYP nursing competences

KSF Dimensions	Description
Core 1 Communication	This dimension underpins all of the other dimensions in the KSF, since communication is a key aspect of all health care jobs. Whilst the primary focus is on communicating with children, young people, their parents and families, it also essentially includes communication with nursing, interdisciplinary and multi-agency teams. It covers all forms of communication, including listening, communicating with individuals with communication difficulties, and breaking bad news.
Health and wellbeing (HWB)	
HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing of children and young people	This dimension focuses on promoting the health and wellbeing and preventing adverse effects on health and wellbeing of children and young people. It includes physical, mental and psychological health and wellbeing. The promotion of health and wellbeing includes giving information to children, young people, and those involved in their care, as well as the use of different forms of education and teaching methods. The prevention of adverse effects may include improving the resistance of children and young people to disease; limiting exposure to risk, and reducing stressors that affect the health and wellbeing of children and young people.
HWB2 Assessment and care planning to meet the health and wellbeing needs of children and young people	This dimension relates to assessing the health and wellbeing needs of children and young people using child and family centred approaches. The health and wellbeing needs that are being assessed and the care that is being planned may focus on emotional needs; mental health needs; physical needs; social needs and spiritual needs.
HWB3 Safeguarding the health and wellbeing of children and young people	This dimension relates to safeguarding the health and wellbeing of children and young people, recognising risks associated with danger, harm and abuse and taking effective actions. It includes all aspects of health and wellbeing – emotional, mental, physical, social, sexual and spiritual.
HWB4 Enablement to address health and wellbeing needs of children and young people	This dimension focuses on enabling and empowering children, young people, their parents and families to address their own health and wellbeing needs. This could include helping children, young people, their parents and families to: <ul style="list-style-type: none"> • acknowledge and address issues in their life • develop knowledge and skills • manage their health conditions.
HWB 5 Provision of care to meet the health and wellbeing needs of children and young people	This dimension focuses specifically on providing care to children and young people to meet some or all of their health needs because of their dependence upon others. This could include providing aspects of care such as: <ul style="list-style-type: none"> • personal care • administering and monitoring medications • management of pain • supporting nutritional needs • providing social interaction and stimulation.

Table 3. Levels of practice

KSF Dimensions	Career benchmarks			
	Competent nurse	Experienced/ proficient nurse	Experienced/ proficient nurse	Experienced/ proficient nurse
Communication	3	3	4	4
HWB1	1	1	3	4
HWB2	3	3	4	4
HWB3	1	2	3	4
HWB4	2	3	4	4
HWB5	3	3	4	4
Levels of practice for post				

Supporting documents

In addition to *Services for children and young people: preparing nurses for future roles* (RCN, 2004) and the *Integrated core career and competence framework for registered nurses* (RCN, 2009), the following documents were used to inform the development of the competences:

- Department of Health (2004) *NSF for children, young people and maternity services*
- Department of Health (2009) *Healthy lives, brighter futures: the strategy for children and young people's health*
- Paediatric Nursing Associations of Europe (2005) *Paediatric nurse education in Europe: position statement*
- NIPEC (2010) *A competency profile for nurses and midwives: promoting the mental health and well-being of children and young people*
- RCN Children and Young People's Field of Practice (2007) *Preparing the child health nurse – fit for the future*
- Royal College of Paediatrics and Child Health (2010) *Safeguarding children and young people: roles and competences for health care staff*. Intercollegiate document
- Royal College of Paediatrics and Child Health (2007) *Modelling the future*

- Scottish Executive (2004) *Children and young people's mental health: a framework for promotion, prevention and care*
- Welsh Assembly Government (2005) *NSF for children, young people and maternity services in Wales*.

Consultation

The first draft of each competence was sent to the core stakeholder group for review (May – July 2010); amendments were then made as recommended. During August – September 2010, the competences were sent out for UK wide consultation by Fiona Smith, RCN Adviser for Children and Young People's Nursing. Thirteen responses were received and feedback was reviewed and addressed to complete the competences in the Appendix.

Relationship to NMC Standards for pre-registration nursing education

In autumn 2010, the Nursing and Midwifery Council (NMC) published new standards for nursing education. These contain the requirements and guidance that all approved education institutions in the UK must adhere to in the development and delivery of education programmes. The standards include a degree-level competency framework comprising four sets of

competences; one for each field of practice – adult, mental health, learning disabilities and children's nursing. Each set comprises both generic competences and field-specific competences. The competences are organised in four domains:

- professional values
- communication and interpersonal skills
- nursing practice and decision making
- leadership, management and team working.

The *Competences for entry to the register – children's nursing* is the base competence level expected of all CYP nurses at registration (see www.standards.nmc-uk.org.uk). These were reviewed against the specific competences in this document to ensure alignment. It was noted that the competence statements in the NMC framework are at a level of abstraction appropriate for their purpose but not as detailed as the RCN framework which has a different purpose – career progression after registration.

Core competences for nursing children and young people

Core 1 Level 3

KSF Dimension: Core 1: Communication with children, young people, parents and families

Level 3 – Develop and maintain communication with children, young people and others about difficult matters and/or in difficult situations

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Identifies the range of people likely to be involved in the communication, any communication differences and relevant contextual factors.	Communicates effectively and in an appropriate manner with: <ul style="list-style-type: none"> children and young people their parents, carers and families the nursing team the multiagency/interdisciplinary team (health and social care, education, wider voluntary and statutory services). 	HSC31 Promote effective communication for and about individuals. CS19 Develop relationships with children and young people. CS1 Communicate with children and young people and those involved in their care.
b) Communicates with children and young people, parents, carers, families and others in a form and manner that: <ul style="list-style-type: none"> is consistent with their level of understanding, background and preferred ways of communicating is appropriate to the purpose of the communication and the context in which it is taking place encourages the effective participation of all involved. 	Communicates with children and young people; parents, carers and families; and others about difficult matters and/or in difficult situations. This should be in an appropriate person-centred manner consistent with their level of understanding, development, culture and background, preferred ways of communicating and needs: <ul style="list-style-type: none"> listens and is empathetic to children and young people, parents, carers, families and others enables engagement of children and young people, parents, carers, families and others enables children and young people, parents, carers, families and others to express their views and concerns enables children and young people, parents, carers, families and others to make informed choices and participate in care summarises information using different approaches to assist understanding represents the children or young peoples' perspectives appropriately/act as an advocate. 	HSC31 Promote effective communication for and about individuals. HSC44 Develop practice which promotes the involvement, wellbeing and protection of children and young people. CS19 Develop relationships with children and young people. CS1 Communicate with children and young people and those involved in their care. CS26 Share an adverse prognosis about children and young people with their families.
c) Participates in partnership working with other professionals and agencies, sharing information to facilitate co-ordinated packages of care and support for children, young people, parents and families.	Appreciates that team working is crucial to facilitating children and young people's health and wellbeing. Develops and sustains partnership working with individuals, groups, communities and agencies, sharing information and contributing to co-ordinated packages of care and support for children, young people, parents and families.	CS1 Communicate with children and young people and those involved in their care. HSC44 Develop practice which promotes the involvement, wellbeing and protection of children and young people.
d) Recognises and reflects on barriers to effective communication and modifies communication response.	Identifies and acts on barriers to communication including communicating with: <ul style="list-style-type: none"> infants and young children children and young people; parents, carers and families; and others with communication and/or learning disabilities children and young people; parents, carers and families; and others where English is not their first language. Uses technology, where appropriate, to enable communication to take place. Works with communication specialists (such as speech therapists, lip readers, signers, translators) when required, to enable communication to take place.	CS1 Communicate with children and young people and those involved in their care. HSC369 Support individuals with their specific communication needs (HWB4 Level 3). HSC371 Support individuals to communicate using interpreting and translation services.
e) Provides feedback to other workers on their communication at appropriate times.	Constantly evaluates own and others approaches to communication. Gives feedback to members of the team regarding communication issues (at team briefings, meetings, handovers and one-to-one feedback).	HSC43 Take responsibility for the continuing professional development of self and others (Core 2 Level 3).

Core 1 **Level 3****KSF Dimension: Core 1: Communication with children, young people, parents and families**

Level 3 – Develop and maintain communication with children, young people and others about difficult matters and/or in difficult situations

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
f) Keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.	Maintains accurate, clear, legible records of communications so as to provide effective care and continuity of care using word, email and internet.	HSC434 Maintain and manage records and reports (IK1 Level 2).
g) Communicates in a manner that is consistent with relevant legislation, policies and procedures.	Observes local and national guidelines to ensure effective communication practices including: <ul style="list-style-type: none"> maintaining confidentiality and sharing information in accordance with legal, professional and organisational requirements, including taking action to safeguard and protect children and young people at risk of harm producing records and reports that are clear, comprehensive and accurate and that follow the NMC guidelines on record keeping maintaining the security and confidentiality of information. 	CS1 Communicate with children and young people and those involved in their care. HSC434 Maintain and manage records and reports (IK1 Level 2).

Core 1 Level 4

KSF Dimension: Core 1: Communication with children, young people, parents and families

Level 4 – Develop and maintain communication with children, young people and others on complex matters, issues and ideas and/or in complex situations

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
<p>a) Identifies:</p> <ul style="list-style-type: none"> the range of children, young people and others involved in the communication potential communication differences relevant contextual factors broader situational factors, issues and risks. 	<p>Develops and initiates strategies to communicate effectively on complex matters and/or in complex situations with:</p> <ul style="list-style-type: none"> individual children and young people, parents, carers, families groups and teams, from clinical through to strategic level, involved in providing services across the patient's journey working with the influences of each context the local community and population to enable them and their parents and families to make informed choices and to participate in care. <p>Communicates appropriately within the context of the broader situational factors, issues, risks that impact upon the nature and context of that communication.</p>	<p>CS1 Communicate with children and young people and those involved in their care.</p>
<p>b) Communicates with children and young people, parents, carers, families and others in a form and manner which:</p> <ul style="list-style-type: none"> is consistent with their level of understanding, culture, background and preferred ways of communicating is appropriate to the purpose of the communication and its longer term importance is appropriate to the complexity of the context encourages effective communication between all involved enables a constructive outcome to be achieved. 	<p>Places the person at the centre of all communications.</p> <p>Communicates with all stakeholders, from clinical to strategic levels, using a full array of methods and in a person-centred way that builds on knowledge of the person/stakeholders group and those things important to them.</p> <p>Involves all stakeholders as appropriate in communication about specific patients, maintaining confidentiality; patient groups; and services.</p> <p>Acts as an advocate for children and young people, parents, carers and families according to their wishes.</p> <p>Involves all stakeholders in communication about service improvement enabling their participation and achievement of appropriate outcomes.</p>	<p>CS1 Communicate with children and young people and those involved in their care.</p> <p>CHS48 Communicate significant news to individuals.</p> <p>HSCoo46 Independently represent and advocate with, and on behalf of, children and young people.</p> <p>CS26 Share an adverse prognosis about children and young people with their families.</p>
<p>c) Anticipates barriers to communication and takes action to improve communication.</p>	<p>Identifies and anticipates actual and potential barriers to communication, from clinical through to a strategic level.</p> <p>Leads and co-ordinates team activity, delegating appropriately and forging relationships across agencies.</p> <p>Constantly evaluates own approaches to communication using reflection and enabling all with whom one interfaces to provide feedback (for example, through 360 degree feedback).</p> <p>Improves communication through evaluation of the culture, the environment, and methods of communication, as well as giving feedback.</p> <p>Enables a culture to develop where communication is open, honest and direct and the giving and receiving of feedback is encouraged by all.</p>	<p>M&L E11 Communicate information and knowledge.</p> <p>M&L B9 Develop the culture of your organisation.</p>

Core 1 **Level 4**
KSF Dimension: Core 1: Communication with children, young people, parents and families

Level 4 – Develop and maintain communication with children, young people and others on complex matters, issues and ideas and/or in complex situations

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
d) Is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims.	<p>Creates opportunities for people to communicate effectively, as well as give and receive feedback at all levels from clinical teams through to executive and strategic levels.</p> <p>Facilitates open forums.</p> <p>Facilitates action learning.</p> <p>Accesses board level communication strategies.</p>	
e) Takes a proactive role in producing accurate and complete records of communication consistent with legislation, policies and procedures.	<p>Keeps records in relation to patient-related activity, maintaining confidentiality and within relevant legislation, policies and procedures.</p> <p>Keeps records relevant to health and safety and in relation of patient care, staff safety and personal documentation within recognised policies.</p>	HSC41 Use and develop methods and systems to communicate, record and report.
f) Communicates in a manner that is consistent with legislation, policies and procedures.	<p>Models communication approaches that are consistent with national and local legislation and best practice.</p> <p>Uses all modes of communication.</p>	

HWB1 Level 1**KSF Dimension: HWB1: Promotion of health and wellbeing of children and young people and prevention of adverse effects on health and wellbeing of children and young people (includes physical, mental and psychological health and wellbeing)**

Level 1 – Contribute to promoting health and wellbeing of children and young people and preventing adverse effects on health and wellbeing of children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Identifies factors which have a positive and negative affect on the health and wellbeing of children and young people and how it can be promoted and adverse effects prevented.	<p>Understands and can identify factors that influence the physical, mental, psychological, sexual and spiritual health and wellbeing of children and young people.</p> <p>Recognises own contribution to the physical, mental, psychological, sexual and spiritual health and wellbeing of children and young people.</p> <p>Aware of what specialist advice and support, for example Child and Adolescent Mental Health Services (CAMHS), is available and how to access.</p>	HSC3103 Contribute to raising awareness of health issues.
b) Actively promotes health and wellbeing in partnership by enabling children, young people, parents and families to view health and wellbeing as a positive aspect of their lives.	<p>Contributes to health promotion and early intervention by:</p> <ul style="list-style-type: none"> • developing good partnerships with children/young people/parents/families to improve the effectiveness of the support provided • enabling children/ young people/parents/families to identify health related goals that are important to them building their own strategies for maintaining health • providing health promotion to children/young people/those involved in their care in a way that enables them to become aware of the factors that positively and negatively contribute to the health and wellbeing of children and young people and the strategies to manage these factors. <p>Refers to more experienced practitioners and/or specialist services such as CAMHS, sexual health services, as appropriate and when specific interventions are required.</p>	<p>HT2 Communicate with individuals about promoting their health and wellbeing.</p> <p>CS20 Enable children and young people to understand their health and wellbeing.</p> <p>CS30 Provide advice – information to children and young people and those involved in their care on how to manage their own condition.</p> <p>HSC313 Work with children and young people to promote their own physical and mental health.</p>
c) Identifies the information that children, young people, parents and families need to help them to lead healthy lives.	Aware of, and provides, appropriate information to help children, young people, parents and families lead healthy lives.	CS20 Enable children and young people to understand their health and wellbeing. PHP13 Provide information to individuals, groups and communities about promoting health and wellbeing (level 2).
d) Enables children, young people, parents and families to be involved in activities to promote health and wellbeing and make their own decisions about them consistent with their views and beliefs.	<p>Identifies strategies with children, young people, parents and families to achieve their own health promotion goals.</p> <p>Obtains informed consent from children, young people, parents and families prior to all activities including assessment, having addressed any issues that they may have.</p>	<p>CS2 Work with children and young people to agree the nature and purpose of assessment of their health and wellbeing.</p> <p>CS3 Work with children and young people to assess their health and wellbeing.</p> <p>HT3 Enable individuals to change their behaviour to improve their own health and wellbeing.</p> <p>PHP15 Encourage behavioural change in people and agencies to promote health and wellbeing (level 2).</p>
e) Undertakes planned activities with children, young people, parents and families with their agreement consistent with legislation, policies and procedures.	Aware of specific legal and ethical implications of specialist interventions, treatments and therapies supported by a mentor/clinical supervisor.	CS13 Implement interventions with children and young people and those involved in their care.
f) Records and reports back fully on the activities undertaken and alerts others in the team to any issues that arise during the activities.	Keeps accurate care records and alerts multidisciplinary team to any issues.	<p>HSC434 Maintain and manage records and reports (IK1 Level 2).</p> <p>CS3 Work with children and young people to assess their health and wellbeing.</p>

HWB1 Level 3**KSF Dimension: HWB1: Promotion of health and wellbeing of children and young people and prevention of adverse effects on health and wellbeing of children and young people (includes physical, mental and psychological health and wellbeing)**

Level 3 – Plan, develop, implement and evaluate programmes to promote the health and wellbeing of children and young people and prevent adverse effects on health and wellbeing of children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Engages and works effectively with a diverse range of children, young people, their parents and families to identify their concerns about health and wellbeing and the target groups for any programmes.	Works in partnership with children and young people, parents and families, as well as other agencies across health, social, education and voluntary sectors to identify the needs of the local population of children and young people with regard to physical, mental, psychological, sexual and spiritual health and wellbeing, and the programmes of support required. Addresses concerns of stakeholders involved in the programme.	PHP16 Work in partnership with others to promote health and wellbeing and reduce risks within settings.
b) Proactively identifies the purpose of the programme and the issues it is designed to address.	Works with stakeholders to identify the purpose of a programme specific to the needs of children and young people, for example: <ul style="list-style-type: none"> uses questionnaires and focus groups to identify areas to address undertakes claims, concerns and issues and/or values clarification exercise to gain the views and perspectives of all stakeholders. Encourages children and young people to identify their own needs enabling programmes to be focused at the right level, accessible and diverse.	PHP22 Work in partnership with communities to assess their health and wellbeing and related needs. PHP28 Work in partnership with others to plan, implement and review programmes and projects to improve health and wellbeing.
c) Identifies: <ul style="list-style-type: none"> trends in the health and wellbeing of children and young people other resources that children and young people have available to them how these resources might be better used by children and young people the contribution that the programme might make. 	Uses health promotion theory to inform clinical practice. Identifies all resources, including specialist services that would benefit the programme. Develops programmes that are geared to children and young people: <ul style="list-style-type: none"> in the local area with specific needs who are vulnerable/at greater risk. 	PHP22 Work in partnership with communities to assess their health and wellbeing and related needs.
d) Works with others to produce and record a detailed plan for the health improvement programmes that are appropriate for children and young people and take into account: <ul style="list-style-type: none"> relevant legislation, policies, procedures and strategies the different levels at which the programme needs to operate specific activities within each of those levels how the programme will be co-ordinated the evidence that will be used to judge its effectiveness. 	Works with all stakeholders including children, young people, parents and families to produce an appropriate plan suitable for the group of children and young people. Involves all stakeholders in the plan by holding open forums. Works within local and national guidelines. Identifies a variety of approaches to evaluate effectiveness.	PHP17 Work in partnership with others to prevent the onset of adverse effects on health and wellbeing in populations.
e) Works with others to implement programmes effectively for children and young people.	Works with stakeholders to achieve the programme – in other words the involvement of children, young people, parents and families, health, social, education and voluntary agencies. Uses the skills of others to provide the best programme.	PHP28 Work in partnership with others to plan, implement and review programmes and projects to improve health and wellbeing.
f) Evaluates with children and young people, parents and families and those involved in running the programme, its effectiveness in improving health and wellbeing.	Uses a variety of approaches that enables the participation of all stakeholders to evaluate the effectiveness of the programme – for example experience-based approaches that are appropriate to children and young people.	PHP28 Work in partnership with others to plan, implement and review programmes and projects to improve health and wellbeing.

HWB1 Level 4
KSF Dimension: HWB1: Promotion of health and wellbeing of children and young people and prevention of adverse effects on health and wellbeing of children and young people (includes physical, mental and psychological health and wellbeing)

Level 4 – Promote health and wellbeing of children and young people and prevent adverse effects on the health and wellbeing of children and young people through contributing to the development, implementation and evaluation of related policies

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Evaluates the content and thrust of existing relevant policies and strategies to identify: <ul style="list-style-type: none"> the impact they will have on the health and wellbeing of children and young people their consistency their inclusiveness evidence of effectiveness. 	Uses participatory approaches to work in partnership with all stakeholders including children, young people and those involved in their care to evaluate existing relevant policies and strategies to determine: <ul style="list-style-type: none"> the potential positive/negative impacts on the health and wellbeing of children and young people their effectiveness in meeting identified priorities and objectives for children and young people in the light of evidence of effective practice in health improvement the concerns of stakeholders and how they can be addressed. 	PHP34 Work in partnership with others to undertake a full assessment of the impact of policies and strategies on health and wellbeing.
a) Produces clear and concise arguments for decision makers that: <ul style="list-style-type: none"> outline the benefits of improving the health and wellbeing of children and young people and the risks of not doing so are inconsistent with evidence offers constructive solutions to tackle these issues. 	Works in partnership with all stakeholders including children, young people and those involved in their care to agree and present policy and strategy arguments to decision makers that: <ul style="list-style-type: none"> is appropriate to the needs of the children and young people represent the views and perspectives of all stakeholders reflect the benefits/risks of improving/not improving the health and wellbeing of children and young people are feasible and viable are based on sound evidence. 	PHP29 Work in partnership with others to develop and agree priorities and targets for improving health and wellbeing. PHP35 Advise how health improvement can be promoted in policy development.
c) Drafts inputs to policy documents that are consistent with evidence and relevant legislation and help decision makers move forward.	Contributes to the development of policies within own area of practice that impact upon the health and wellbeing of children and young people. Promotes the health of the local children and young people through the development of policies and strategies.	PHP36 Contribute to the formulation of policy specifically focused on improving health and wellbeing.
d) Agrees how to take forward the implementation of policies at a local level and undertake own role effectively.	Implements targeted initiatives and programmes to meet specific needs. Uses the skills of others across health, social, education and voluntary sectors to provide the best programme.	PHP30 Work in partnership with others to plan how to put strategies for improving health and wellbeing into effect. PHP31 Work in partnership with others to implement strategies for improving health and wellbeing. PHS03 Plan, implement, monitor and evaluate strategies for promoting the health and wellbeing of the population.
e) Evaluates the impact of policies on improving the health and wellbeing of children and young people.	Uses a variety of approaches that enables the participation of all stakeholders to evaluate the effectiveness of the policies on improving the health and wellbeing of children and young people – for example, 360 degree feedback, observations of practice, patient and staff stories and diaries.	PHP33 Work in partnership with others to make a preliminary assessment of the impact of policies and strategies on health and wellbeing. PHP34 Work in partnership with others to undertake a full assessment of the impact of policies and strategies on health and wellbeing. PHP37 Evaluate and review the effects of policies on health improvement.

HWB2 Level 3**KSF Dimension: HWB2: Assessment and care planning to meet health and wellbeing needs of children and young people****Level 3** – Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Plans the assessment of children and young people's health and wellbeing needs (including those relating to transition to adult services) and prepares for it to take place.	<p>Explains the assessment process to the child or young person and those involved in their care and obtains the necessary agreement and consent.</p> <p>Enables the child or young person and those involved in their care to seek advice and express any concerns about the assessment process.</p> <p>Identifies any specific requirements to achieve effective assessment of the health and wellbeing needs of the child or young person.</p> <p>Identifies and accesses any extra support needed to enable children and young people to communicate their needs, wishes and preferences.</p> <p>Identifies the physiological, psychological, social, cultural, developmental, sexual and spiritual needs of the child or young person in relation to planning care.</p> <p>Where appropriate, ensures that transition assessment is initiated as early as possible.</p> <p>Provides information about how and when transition to adult services will take place and the differences that a young person may expect.</p>	<p>HSC36 Contribute to the assessment of children and young people's needs and the development of care plans.</p> <p>CS2 Work with children and young people to agree the nature and purpose of assessment of their health and wellbeing.</p> <p>CS3 Work with children and young people to assess their health and wellbeing.</p> <p>CHS76 Obtain informed consent for interventions or investigations (HWB5 Level 3).</p> <p>M&L B8 Ensure compliance with legal, regulatory, ethical and social requirements (Core 5 Level 3).</p> <p>CS11 Help a young person prepare to manage the transition from children's to adults' healthcare services.</p>
b) Explains to the child or young person and those involved in their care: <ul style="list-style-type: none"> own role, responsibilities and accountability the information that is needed from the assessment and who might have access to it the benefits and risks of the assessment process and alternative approaches. 	<p>Is accountable and responsible for own actions in assessment and care planning and ensuring that children and young people, their parents and families know who is responsible for their care.</p> <p>Provides information on the different types of assessments, their purpose and use, and those who may be involved in the assessment process.</p> <p>Explains the information relating to assessments that will be collected and recorded, who might have access to it and who will not.</p> <p>Discusses the options for addressing the child's or young person's needs, including any benefits and risks.</p>	<p>HSC36 Contribute to the assessment of children and young people's needs and the development of care plans.</p> <p>CS2 Work with children and young people to agree the nature and purpose of assessment of their health and wellbeing.</p>
c) Respects the dignity, wishes and beliefs of children and young people and their parents and families; involves them in shared decision making; and obtains their consent.	<p>Accesses and reviews information about the different dimensions of children and young people's lives, their expressed needs, wishes and preferences and any specific requirements they have.</p> <p>Engages and works with children and young people using their preferred communication methods and language and in ways that are suitable to their age, abilities and level of development and understanding.</p> <p>Observes actions and behaviours and takes account of pre-speech and non-verbal behavioural cues when working with children who are unable to express their needs, views, wishes, aspirations and preferences because of their age and/or level of development and understanding.</p> <p>Uses discretion and respect throughout the assessment, balancing the rights of the child or young person with those involved in their care.</p> <p>Acts in ways that encourages the effective participation of the child or young person and those involved in their care and is consistent with their specific requirements e.g. learning disabilities</p> <p>Demonstrates moral integrity in relationships with children, young people and those involved in their care.</p> <p>Obtains informed consent.</p>	<p>HSC36 Contribute to the assessment of children and young people's needs and the development of care plans.</p> <p>CS3 Work with children and young people to assess their health and wellbeing.</p> <p>CHS76 Obtain informed consent for interventions or investigations (HWB5 Level 3).</p>

HWB2 Level 3
KSF Dimension: HWB2: Assessment and care planning to meet health and wellbeing needs of children and young people
Level 3 – Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
<p>d) Uses assessment methods and processes of reasoning that:</p> <ul style="list-style-type: none"> • are based on available evidence • are appropriate for children or young people • obtain sufficient information for informed decision making • she/he has the knowledge, skills and experience to use effectively • are consistent with legislation, policies and procedures. 	<p>Assesses and records baseline observation of children and young people on admission reporting anything out of normal range.</p> <p>Undertakes comprehensive and systematic assessments using child and family centred approaches, acknowledging differences in stages of development and relevant physical, social, cultural, psychological, spiritual and environmental factors.</p> <p>Selects appropriate assessment tools that are safe for the child or young person, appropriate to their needs, and take account of all available information and other relevant factors, for example research evidence, national and local guidelines and policies.</p> <p>Where appropriate and in discussion with the young person, assesses their readiness to move from children to adult services and, where possible under local protocols, taking into account:</p> <ul style="list-style-type: none"> • the young person's age and developmental readiness • their health status and ability to manage their own condition • the timing or likely timing of other stressful life events • capabilities of the adult providers. <p>Minimises any unnecessary discomfort – for example, using appropriate distraction techniques when taking blood and encourages the child or young person, and any carer with them, to participate as fully as possible in the process.</p> <p>Encourages those involved in their care to give appropriate support to the child or young person during the assessment.</p> <p>Recognises when a further specialist assessment might be necessary, and takes the necessary action in consultation with the child or young person and their parents or carers.</p> <p>Complies with all the relevant legal, professional, and organisational requirements and guidelines.</p>	<p>CS3 Work with children and young people to assess their health and wellbeing.</p> <p>CS4 Plan interdisciplinary assessment of the health and wellbeing of children and young people.</p> <p>CS11 Help a young person prepare to manage the transition from children's to adults' health care services.</p> <p>CHS168 Obtain a patient/client history.</p> <p>EUSC02 Obtain supporting information to inform the assessment of an individual (HWB6 Level 3).</p> <p>EC07 Assess and determine the health status and needs of children or young people presenting for emergency assistance.</p>
<p>e) Considers and interprets all of the information available and makes a justifiable assessment of the health and wellbeing of children and young people, their related needs and risks, and explains the outcomes to those concerned.</p>	<p>When considering and interpreting information and providing feedback about the short, medium and long term health and care needs of children and young people, takes account of:</p> <ul style="list-style-type: none"> • the children and young people's views • own views • the views of parents, families, carers and others within and outside the organisation relating to children and young peoples' health, education and care needs and any associated risks. <p>Recognises and acts on patterns of signs and symptoms in children and young people with similar health and wellbeing needs, integrating this with knowledge of the specific child or young person.</p>	<p>HSC36 Contribute to the assessment of children and young people's needs and the development of care plans.</p>

HWB2 Level 3**KSF Dimension: HWB2: Assessment and care planning to meet health and wellbeing needs of children and young people****Level 3** – Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
<p>f) Develops and records care plans that are appropriate to the children and young people concerned and:</p> <ul style="list-style-type: none"> • are consistent with the outcomes of assessing their health needs • identifying the risks that need to be managed • have clear goals • involve other practitioners and agencies when this is necessary to meet the identified health and wellbeing needs • are consistent with the resources available • note the needs and wishes that it was not possible to meet. 	<p>Explains the process and importance of developing an individualised care plan, including the options for addressing the child's or young person's needs, including any benefits and risks.</p> <p>Provides the child or young person and those involved in their care with any available evidence-based information about the effectiveness, benefits, and risks of specific interventions.</p> <p>Negotiates and agrees a care plan with the child or young person, and those involved in their care, which takes account of all relevant factors.</p> <p>Works in partnership with the child or young person and those involved in their care to agree roles and responsibilities for meeting the child or young person's needs.</p> <p>Documents clear and accurate information about the child or young person arising from the assessment and care planning process and communicates this with appropriate others.</p> <p>Where appropriate, record and provide full information to colleagues in adult services to enable them to provide a smooth transition for the young person.</p>	<p>CS5 Develop individualised care plans with children and young people.</p> <p>HSC434 Maintain and manage records and reports (IK1 Level 2).</p> <p>CS11 Help a young person prepare to manage the transition from children to adult health care services.</p>
<p>g) Monitors the implementation of care plans and makes changes to meet the needs of the child or young person.</p>	<p>Prioritises care required within available resources, ensuring the needs of the child or young person are met.</p> <p>Acts as a key worker in coordinating the monitoring and evaluating of care plans to maintain continuity, actioning required changes in consultation with multi-disciplinary teams.</p> <p>Keeps the child or young person and those involved in their care informed on the progress and outcomes of any actions or concerns.</p>	<p>CS21 Monitor the health and wellbeing of children and young people.</p> <p>CS8 Assess the effectiveness of individualised care plans in meeting the health and wellbeing needs of children and young people.</p>

HWB2 Level 4
KSF Dimension: HWB2: Assessment and care planning to meet health and wellbeing needs of children and young people

Level 4 – Assess the complex health and wellbeing needs of children and young people and develop, monitor and review care plans to meet those needs

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
<p>a) Plans and uses assessment methods that are appropriate for complex needs and uses processes of reasoning that:</p> <ul style="list-style-type: none"> are appropriate for the complex needs of the child or young person concerned she/he has the knowledge, skills and experience to use effectively are based on available evidence obtain sufficient information for decision making including gathering assessment information from other practitioners. 	<p>Uses holistic practice knowledge to develop referral pathways for children and young people requiring other interventions and enabling child and family-focused benchmarks to be integrated into the assessment and care planning processes.</p>	<p>CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs (HWB6 Level 3). EUSCO3 Co-ordinate further assessments and investigations of an individual prior to initiation of an intervention (HWB6 Level 3). CS7 Co-ordinate the delivery of care plans to meet the health and wellbeing needs of children and young people. CS11 Help a young person prepare to manage the transition from children's to adult health care services.</p>
<p>b) Follow processes of reasoning which:</p> <ul style="list-style-type: none"> balance additional information against the overall picture of the child or young person's needs to confirm or deny developing hypotheses are capable of justification given the available information at the time are likely to result in the optimum outcome. 	<p>Uses clinical judgement and autonomous decision-making about care requirements to interpret all information in a knowledgeable way using skills of differential diagnosis.</p> <p>Demonstrates clear lines of accountability in delivering services within the established practice by demonstrating skilled know-how and displaying creative, innovative and challenging behaviour (appropriately within the boundaries of professional conduct).</p>	<p>CHS40 Establish a diagnosis of an individual's health condition (HWB6 Level 4).</p>
<p>c) Interprets all of the information available and makes justifiable assessment of:</p> <ul style="list-style-type: none"> children's and young people's health and wellbeing their related complex needs and prognosis risks to their health and wellbeing in the short and longer term transferring and applying her/his skills and knowledge to address the complexity of the needs of children or young people. 	<p>Uses expert knowledge to use information relevant to care provision that will enhance the experience of children, young people, their parents and families – for example liaises with all stakeholders, including those in adult services where appropriate, to ensure that all information is used to plan the care provided.</p>	<p>HSC427 Assess the needs of carers and families. CS11 Help a young person prepare to manage the transition from children's to adult health care services.</p>
<p>d) Develops and records care plans that are appropriate to the child or young person concerned and:</p> <ul style="list-style-type: none"> are consistent with the outcomes of assessing their complex health and wellbeing needs identifies the risks that need to be managed has clear goals involves other practitioners and agencies to meet the complex health and well being needs of the child or young person is consistent with the resources available notes the wishes of the child or young person, their parents or family and the needs that it was not possible to meet. 	<p>Uses analytical skills to understand and use evidence in clinical practice.</p>	<p>HI19 Critically appraise clinical information and evidence (IK2 Level 2).</p>
<p>e) Co-ordinates the delivery of care plans, feeding in relevant information to support wider service planning.</p>	<p>Co-ordinates the delivery of the planned care.</p> <p>Feeds back accurate and relevant information to relevant individuals and groups to inform the development of care pathways, clinical protocols and so forth, and to maintain the quality of service.</p> <p>Co-ordinates care planning by developing computer literacy.</p>	<p>CS7 Co-ordinate the delivery of care plans to meet the health and wellbeing needs of children and young people. SC41 Use and develop methods and systems to communicate, record and report (Core 1 Level 4) CHS170 Develop clinical protocols for delivery of services (Core 5 Level 3). CHS 173 Develop care pathways for patient management (Core 5 Level 3).</p>

HWB2 Level 4**KSF Dimension: HWB2: Assessment and care planning to meet health and wellbeing needs of children and young people**

Level 4 – Assess the complex health and wellbeing needs of children and young people and develop, monitor and review care plans to meet those needs

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
f) Monitors the implementation of care plans and makes changes to better meet the complex health and wellbeing needs of children and young people.	<p>Monitors the quality of care plans to ensure the child or young person, their parents or family is being provided a child and family-centred, effective, evidence-based care.</p> <p>Monitors the quality of the care implemented.</p> <p>Evaluates care delivered and reviews care plans as required to enable complex health and wellbeing needs to be met.</p>	<p>CS14 Evaluate interventions with children and young people, and those involved in their care.</p> <p>CS23 Work with others to improve health care services for children and young people.</p>

HWB3 Level 1**KSF Dimension: HWB3: Safeguarding the health and wellbeing of children and young people**

Level 1 – Recognise and report situations where there might be a need to safeguard children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Identifies signs that children and young people are at risk and that there might be need for protective measures.	<p>Establishes rapport and respectful, trusting relationships with children, young people, parents and families.</p> <p>Understands what is meant by safeguarding and the different ways in which children and young people can be harmed (physical abuse, sexual abuse, neglect and emotional abuse).</p> <p>Identifies children and young people who are at risk and in need of support and/or safeguarding.</p>	<p>CS19 Develop relationships with children and young people.</p> <p>CS1 Communicate with children and young people and those involved in their care.</p> <p>CJ E202 Contribute to the protection of children from abuse.</p>
b) Reports any suspicions of risk or abuse to the appropriate people and/or organisations consistent with legislation, policies and procedures.	<p>Reports any potential risks or signs of abuse in children and young people to team leader or appropriate other person.</p> <p>Understands what to do if they experience barriers to reporting potential risks or abuse.</p> <p>Aware of own (and others) professional role and boundaries.</p> <p>Understand the next steps in the child protection process.</p>	<p>HSC240 Contribute to the identification if the risk of danger to individuals and others.</p>
c) Reports and records any information that is available of the risks.	<p>Understands the importance of sharing information and the dangers of not sharing.</p> <p>Accurately records concerns and actions taken according to relevant policies and guidelines.</p>	<p>HSC434 Maintain and manage records and reports (IK1 Level 2).</p>

HWB3 Level 2**KSF Dimension: HWB3: Safeguarding the health and wellbeing of children and young people****Level 2** – Contribute to safeguarding children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Provides care to children, young people, parents and families where there are safeguarding concerns.	<p>Communicates effectively with children and young people and stays focused on the child's safety and welfare.</p> <p>Reviews and applies the relevant advice and guidance on safeguarding children and young people.</p> <p>Recognises when a child or young person is in danger or at risk of harm, and takes action to protect them.</p> <p>Where appropriate, plays an active part, through the child protection plan, in keeping the child or young person safe.</p> <p>Puts into practice knowledge of how to improve child resilience and reduce risks of harm.</p>	HSC325 Contribute to protecting children and young people from danger, harm and abuse. CS10 Safeguard children and young people from abuse.
b) Enables participation of children, young people, parents and families in care.	<p>Gives the child or young person the opportunity to participate in decisions affecting them, as appropriate to their age and ability and taking their wishes and feelings into account.</p> <p>Understands the key role of parents and carers in safeguarding and promoting children and young people's welfare and involve them accordingly, while recognising factors that can affect parenting and increase the risk of abuse (for example, parental drug and alcohol abuse).</p> <p>Ensure that children and young people (where appropriate), parents and families are informed about relevant regulatory powers and whether information will be confidential or shared.</p>	HSC325 Contribute to protecting children and young people from danger, harm and abuse. CS10 Safeguard children and young people from abuse.
c) Prepares for and contributes to protective interventions in a manner that: <ul style="list-style-type: none"> is consistent with legislation, policies and procedures is appropriate to the children and young people concerned is appropriate for the setting maintains the safety of the children and young people, other people involved in their care, and self. 	<p>Applies knowledge and understanding of:</p> <ul style="list-style-type: none"> the implications of key national document/reports child protection policies and procedures multiagency framework/assessment/ investigation/working. <p>Identifies and responds proactively to situations, environments and individuals, including within the health care setting, that may be harmful to children and young people.</p> <p>Be clear about own and colleagues' roles, responsibilities, and professional boundaries including issues relating to personal safety and training needs.</p>	M&L B8 Ensure compliance with legal, regulatory, ethical and social requirements (Core 5 Level 3). HSC234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Core 6 Level 2). HSC335 Contribute to the protection of individuals from harm and abuse.
d) Takes appropriate and immediate action in response to contingencies.	Knows what emergency plans are in place and who to contact in case of emergency.	
e) Records and reports interventions consistent with legislation and relevant policies and procedures.	Keeps accurate records of all incidents and reports on appropriate documentation to the appropriate person.	HSC434 Maintain and manage records and reports (IK1 Level 2).

HWB3 Level 3**KSF Dimension: HWB3: Safeguarding the health and wellbeing of children and young people****Level 3** – Implement aspects of systems and procedures for safeguarding children and young people and evaluate effectiveness

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Works in partnership with others to identify and assess the nature, location and seriousness of particular risks to the safety of children and young people.	<p>Draws on child and family-focused clinical and professional knowledge and expertise of what constitutes child maltreatment, to identify signs of sexual, physical, or emotional abuse or neglect.</p> <p>Works in partnership with others, including children, young people, parents and families, the wider health care team/social services to identify the nature, location and seriousness of particular risks.</p> <p>Contributes to inter-agency assessments, the gathering of information and where appropriate analysis of risk, alerting appropriate individuals and agencies, seeking support and guidance as necessary.</p>	<p>HSC325 Contribute to protecting children and young people from danger, harm and abuse.</p> <p>PHP19 Work in partnership with others to plan investigations to protect the public's health and wellbeing from specific risks.</p> <p>PHP20 Work in partnership with others to identify how to apply plans to protect the public's health and wellbeing from specific risks.</p> <p>PHP21 Undertake own role in a partnership to protect the public's health and wellbeing from specific risks.</p>
b) Prioritises own work in line with areas of highest risk co-ordinating own actions with anyone else involved.	<p>Prioritises own work in relation to highest risks.</p> <p>Works effectively with others in responding to identified risk.</p> <p>Actions issues arising from risk assessment, where appropriate, including making urgent referrals where there are concerns about acute child abuse.</p> <p>Documents all changes arising and concerns in a manner that is appropriate for safeguarding/child protection and legal processes.</p>	<p>HSC325 Contribute to protecting children and young people from danger, harm and abuse.</p>
c) Communicates with children and young people who are at risk, and their parents and families: <ul style="list-style-type: none"> to enable participation in care and decision making to clarify the requirements of statutory enforcement taking necessary actions if difficulties are encountered. 	<p>Seeks to discuss concerns with the child or young person, and with their parents and families (where appropriate) and offers information regarding safeguarding issues recognising:</p> <ul style="list-style-type: none"> requirements of the child protection procedures the potential severity of the harm or abuse the risk to the child or young person. <p>Understands the importance of sharing information in the context of the wellbeing and safety of the child or young person; how it can help and the dangers of not doing so.</p> <p>Enables and ensures understanding of information and shared decision-making in relation to complying with the requirements for statutory enforcement, explaining consequences for failing to comply.</p> <p>Accurately records and reports processes and outcomes from communications with children and young people, within confidentiality agreements and according to legal, organisational, interagency and partnership requirements.</p> <p>Reports issues as required when outside own remit and sphere of influence.</p>	<p>HSC325 Contribute to protecting children and young people from danger, harm and abuse.</p> <p>CS10 Safeguard children and young people from abuse.</p> <p>CS17 Ensure systems and procedures for safeguarding children and young people are implemented.</p>

HWB3 Level 3**KSF Dimension: HWB3: Safeguarding the health and wellbeing of children and young people****Level 3** – Implement aspects of systems and procedures for safeguarding children and young people and evaluate effectiveness

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
d) Supports children and young people where abuse has been disclosed.	<p>Acquires the information and support needed to enable support of children and young people who have been abused.</p> <p>Works in partnership with other agencies and professions, involving appropriate specialists to provide the best possible support for children and young people, when appropriate to role.</p> <p>Works with others within and outside of organisation to:</p> <ul style="list-style-type: none"> • understand and examine any implications arising from the harm and abuse children and young people have experienced • support children and young people to develop positive coping strategies • help children and young people to come to terms with and move on from any distress, fear and anxieties that may have been caused by the harm and abuse. <p>Uses supervision to identify and obtain the support needed to help cope with thoughts and feelings when supporting children and young people who have been harmed and abused.</p>	HSC325 Contribute to protecting children and young people from danger, harm and abuse.
e) Undertakes own work in ways which manage risk and are consistent with statutory enforcement.	<p>Undertakes risk management.</p> <p>Undertakes regular documented reviews of own safeguarding/child protection practice (in various ways, such as through audit, case discussion, peer review, and supervision).</p> <p>Follows policies and procedures designed to manage risks, including those associated with managing risks associated with lone working.</p>	HSC430 Support the protection of individuals, key people and others. HSC395 Contribute to assessing and act upon risk of danger, harm and abuse (HWB3 Level 2).
f) Works with other members of the protection team to plan, monitor and review the effectiveness of protection plans.	<p>Reviews changes and evaluates outcomes of protection plans, with members of the protection team, taking into account the perspective of children, young people, parents and families.</p> <p>Contributes to serious case reviews/case management reviews/significant case reviews, and child death review processes.</p> <p>Applies the lessons learnt from audit and serious case reviews/case management reviews/significant case reviews to improve practice.</p>	CS17 Ensure systems and procedures for safeguarding children and young people are implemented.
g) Records and reports on the aspects of the overall protection plan for which they are responsible consistent with legislation, policies and procedures.	<p>Keeps accurate up-to-date records that are accessible for all agencies involved in the protection plan.</p>	HSC434 Maintain and manage records and reports (IK1 Level 2).

HWB3 Level 4**KSF Dimension: HWB3: Safeguarding the health and wellbeing of children and young people****Level 4** – Develop and lead on the implementation of plans to safeguard children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
<p>a) Works in partnership with others to identify and assess:</p> <ul style="list-style-type: none"> the nature, location and seriousness of risks to the safety of children and young people the problems that need to be addressed the factors that might be causing the risks priorities legislative, policy and procedural requirements. 	<p>Works in partnership with others, including children, young people, parents and families, the wider health care team and social services to identify and assess the safeguarding risk issues.</p> <p>Works within local and national child protection and governance frameworks.</p> <p>Advises and informs the board, directors, senior managers and practitioners regarding child protection/safeguarding.</p>	<p>HSC325 Contribute to protecting children and young people from danger, harm and abuse.</p> <p>PHP19 Work in partnership with others to plan investigations to protect the public's health and wellbeing from specific risks.</p> <p>PHP20 Work in partnership with others to identify how to apply plans to protect the public's health and wellbeing from specific risks.</p> <p>PHP21 Undertake own role in a partnership to protect the public's health and wellbeing from specific risks.</p>
<p>b) Develops with others strategies and protection plans to safeguard children and young people.</p>	<p>Contributes as a member of the safeguarding/child protection team to the development of robust internal safeguarding/child protection policy, guidelines, and protocols.</p> <p>Identifies and agrees in partnership with others:</p> <ul style="list-style-type: none"> who will be involved in the management of safeguarding risks how the safeguarding risks can best be managed who needs to be kept informed. 	<p>PHS05 Plan, implement, monitor and evaluate strategies for protecting the health and wellbeing of the population.</p>
<p>c) Co-ordinates across the different people/agencies involved to effectively manage safeguarding risks, facilitating swift and effective communication and support.</p>	<p>Ensures that the appropriate systems and procedures are in place in the setting to:</p> <ul style="list-style-type: none"> safeguard children and young people identify, record and report possible abuse provide support for practitioners faced with uncertainty in complex situations support children and young people and those involved in their care when abuse has been disclosed. <p>Ensures that all relevant people are aware of their responsibilities for safeguarding children and young people, and know the agencies that need to be involved in the protection of children and young people.</p> <p>Ensures that all relevant people are aware of how to use systems and procedures for safeguarding children and young people, and the requirements and limitations of their role in responding to possible abuse.</p>	<p>CS17 Ensure systems and procedures for safeguarding children and young people are implemented.</p>
<p>d) Undertakes any protective interventions that are necessary for the management of safeguarding risks to individuals and in general, particularly complex cases and those for which she/he holds responsibility.</p>	<p>Teaches/trains, and assures the competence of health service personnel.</p> <p>Undertakes child protection training needs analysis and plan, design, deliver and evaluates multi-agency and in-house child protection training in partnership with others.</p> <p>Contributes to child protection conferences and serious case reviews/overviews, including action plans.</p> <p>Oversees child protection quality assurance and improvement processes, including safeguarding children supervision.</p> <p>Provides specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of child protection cases.</p> <p>Undertakes risk assessment of organisational ability to safeguard the welfare of children.</p>	<p>PHP21 Undertake own role in a partnership to protect the public's health and wellbeing from specific risks.</p> <p>HSC430 Support the protection of individuals, key people and others (HWB3 Level 3).</p>

HWB3 Level 4**KSF Dimension: HWB3: Safeguarding the health and wellbeing of children and young people****Level 4** – Develop and lead on the implementation of plans to safeguard children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
e) Maintains ongoing accurate records of safeguarding risks, the actions taken, and other interventions that have been put into effect.	Maintain up-to-date records of all actions and interventions.	HSC434 maintain and manage records and reports (IK1 Level 2).
f) Reviews with others the effectiveness of safeguarding plans, any issues with their implementation, and makes the necessary changes as a result.	Reviews/evaluates and responses and actions taken with those involved. Leads/oversees safeguarding/child protection quality assurance and improvement processes. Undertakes risk assessments of the organisation's ability to safeguard/protect children and young people.	

HWB4 Level 2**KSF Dimension: HWB4: Enablement to address health and wellbeing needs of children and young people****Level 2** – Enable children and young people to meet specific health and wellbeing needs

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Respects the dignity, wishes and beliefs of the child or young person and those involved in their care; involves them in shared decision-making and obtains their consent.	Acts in ways that supports and encourages the effective participation in decision-making of the child or young person and those involved in their care.	CHS Obtain informed consent for interventions or investigations (HWB5 Level 3).
b) Effectively prepares for and undertakes activities to enable the child or young person and those involved in their care to meet their ongoing needs consistent with the care plan, legislation, policies and procedures.	Acts as a resource to the child or young person, their parents and families across their health care journey. Uses sensitive questioning techniques to establish the child or young person's understanding of their health and wellbeing needs and factors likely to affect their ongoing needs. Provides opportunities for the individual to ask questions and request advice and information. Provides specific information to individual children or young people and those involved in their care on everyday health care issues (diet, exercise, side-effects of medication). Enables the child or young person and those involved in their care to access other resources for specialist information pertaining to their specific needs and rights.	CS30 Provide advice and information to children and young people and those involved in their care on how to manage their own condition. HSC330 Support individuals to access and use services and facilities (HWB4 Level 3).
c) Promptly alerts the team to any risks.	Maintains awareness of who to alert when there are risks to address.	

HWB4 Level 3
KSF Dimension: HWB4: Enablement to address health and wellbeing needs of children and young people
Level 3 – Enable children and young people to meet specific health and wellbeing needs

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Respects the dignity, wishes and beliefs of the child or young person and those involved in their care; involves them in shared decision-making and obtains their consent.	Uses a full range of nursing strategies to relieve the physical, psychological, developmental and spiritual impact of physical and emotional aspects of health and wellbeing needs upon the child or younger person and those involved in their care, including those relating to deteriorating health.	CS13 Implement interventions with children and young people, and those involved in their care. GEN4 Prepare individuals for clinical/therapeutic activities (HWB7 Level 1). CS11 Help a young person prepare to manage the transition from children's to adult health care services. CS26 Share an adverse prognosis about children and young people with their families (Core 1 Communication Level 3).
b) Identifies with the child or young person and those involved in their care: <ul style="list-style-type: none"> goals for specific activities to be undertaken within the context of their care plan and their health and wellbeing needs, including those relating to the transition to adult services the forms the activities should take the involvement of other people and/or agencies relevant evidence-based guidelines. 	Involves all in planning care based on best evidences and the choices of the child or young person and those involved in their care, including the multidisciplinary team and other stakeholders including adult services where appropriate.	CS30 Provide advice and information to children and young people and those involved in their care on how to manage their own condition. HSC350 Recognise, respect and support the spiritual wellbeing of individuals.
c) Enables the child or young person and those involved in their care to realise and maintain their health potential in a manner that is consistent with legislation, policies and procedures, acting as a resource as and when they need it.	Supports the child or young person and those involved in their care to communicate with each other using a child and family-centred approach. Provides relevant information about the people, organisations and written resources that can assist them in understanding and promoting their health and wellbeing. Facilitates the development of knowledge and skills in individual children or young people and those involved in their care on specific issues relating to their health and wellbeing (such as managing diabetes, asthma). Helps parents and families to understand how to empower their child or young person to take on appropriate self-management of their condition through informed decision-making and risk awareness. Leads educational sessions for groups of children, young people, parents and families relating to meet specific health and wellbeing needs. Advocates on behalf of the child or young person to enable choice within local guidelines.	CS20 Enable children and young people to understand their health and wellbeing. CS22 Support children and young people to cope with changes to their health and wellbeing. CS30 Provide advice and information to children and young people, and those involved in their care, on how to manage their own condition. CS15 Enable children and young people, and those involved in their care, to manage their medicines.

HWB4 **Level 3****KSF Dimension: HWB4: Enablement to address health and wellbeing needs of children and young people****Level 3** – Enable children and young people to meet specific health and wellbeing needs

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
d) Takes the appropriate action to address any issues or risks.	Undertakes risk assessments, for example when encouraging the child or young person to self-administer medication, and acts upon any issues arising as necessary.	HSC450 Develop risk management plans to support individual's independence and daily living within their home (HWB2 Level 3).
e) Reviews the effectiveness of specific activities as they proceed and makes any necessary modifications.	Reviews the actions taken and changes practice accordingly through team briefings and multidisciplinary case reviews.	CHS124 Manage and support the progress of individuals through patient pathways.
f) Provides feedback to the person responsible for the overall care plan on its effectiveness, and the health and wellbeing and needs of the child or young person.	Feeds back all care provided to named nurse.	CHS124 Manage and support the progress of individuals through patient pathways.
g) Makes accurate records of the activities undertaken and any risks.	Keeps accurate records in accordance with local guidelines.	HSC434: Maintain and manage records and reports (IK1 level 2).

HWB4 Level 4**KSF Dimension: HWB4: Enablement to address health and wellbeing needs of children and young people****Level 4** – Empower children and young people to realise and maintain their potential in relation to health and wellbeing

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
a) Respects the dignity, wishes and beliefs of the child or young person and those involved in their care; involves them in shared decision-making and obtains their consent.	Uses knowledge and experience to provide child and family-centred care.	
b) In partnership with the child or young person and those involved in their care, identifies: <ul style="list-style-type: none"> goals for specific activities to be undertaken within the context of their care plan and their health and wellbeing needs, including those relating to the transition to adult services the forms the activities should take the involvement of other people and/or agencies relevant evidence-based guidelines risks. 	Implements and facilitates joint care planning, involving all health professionals and other stakeholders including adult services where appropriate, based on best practice.	CM D7 Empower individuals with long term conditions to represent their views and organise their own support, assistance or action. CHS60 Assess individuals with long term conditions (HWB2 Level 3).
c) Enables the child or young person and those involved in their care to realise and maintain their health potential in a manner that is consistent with: <ul style="list-style-type: none"> evidence-based practice legislation, policies and procedures the management of risk applying own skills, knowledge and experience and using considered judgement to support identified needs. 	Facilitate child and family-centred care that empowers the recipients of care to take responsibility (where appropriate) for self, with the support and supervision needed.	HSC426 Empower families, carers and others to support the individual. HSC432 Enable families to address an individual's behaviour. CHS61 Co-ordinate the care of individuals with long-term conditions (HWB2 level 3). CS20 Enable children and young people to understand their health and wellbeing. CS22 Support children and young people to cope with changes to their health and wellbeing. CS30 Provide advice and information to children and young people and those involved in their care on how to manage their own condition.
d) Takes the appropriate action to address and issues or risks.	Uses the skills of others across health, social, education and voluntary sectors to provide the best programme.	
e) Provides effective feedback to inform the overall care plan.	Uses all opportunities to feedback on care, for example through team briefings. Uses multidisciplinary opportunities to feedback such as multi-professional ward rounds that include the patient child or young person and/or those involved in their care.	
f) Makes complete records of the work undertaken, the health and wellbeing of the child or young person, needs and related risks.	Records all activity in a clear concise manner and on appropriate documentation such as local incident forms.	HSC434: Maintain and manage records and reports (IK1 level 2).
g) Evaluates the effectiveness of work with children, young people and those involved in their care: <ul style="list-style-type: none"> making any necessary modifications feeding in relevant information to support wider service planning. 	Evaluates all sources of evidence-based care. Monitors effectiveness constantly by using methods that involve children and young people (for example, experience-based design). Feeds back accurate and relevant information to relevant individuals and groups to inform the development of care pathways, clinical protocols and so forth, and to maintain the quality of service.	

HWB5 **Level 3**
KSF Dimension: HWB5: Provision of care to meet the health and wellbeing needs of children and young people
Level 3 – Plan, deliver and evaluate care to meet the health and well being needs of children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
.a) Respects the dignity, wishes and beliefs of the child or young person and their parents and families; involves them in shared decision-making; and obtains their consent.	<p>Places the child or young person at the centre of health care in a way that meets child and family focussed benchmarks and other aspects important to the child or young person and those involved in their care.</p> <p>Acts in ways that encourages the effective participation of the child or young person and those involved in their care and is consistent with specific requirements.</p> <p>Uses discretion and respect when providing care balancing the rights of the child or young person with those involved in their care.</p> <p>Demonstrates moral integrity in relationships with the child or younger person and those involved in their care.</p> <p>Obtains informed consent prior to all activities, having addressed any issues that the child or younger person, or those involved in their care may have.</p>	<p>CS13 Implement interventions with children and young people, and those involved in their care.</p> <p>HSC34 Promote the wellbeing and protection of children and young people.</p> <p>CHS76 Obtain informed consent for interventions or investigations (HWB5 Level 3).</p>
<p>b) Identifies with people concerned in the care of the child or young person:</p> <ul style="list-style-type: none"> goals for specific activities to be undertaken within the context of their overall care plan and their health and wellbeing needs, including those relating to the transition to adult services the nature of the different aspects of care the involvement of other people and/or agencies relevant evidence-based practice and/or clinical guidelines. 	<p>Liaises with the multi-disciplinary team and adult services as appropriate in ward rounds, case conferences and clinical governance mechanisms.</p> <p>Contributes to decision-making and disseminates changes to other members of the team as appropriate.</p> <p>Use the preferences of the child or young person and those involved in their care as a source of evidence amongst others to inform decision-making.</p>	<p>CS7 Co-ordinate the delivery of care plans to meet the health and wellbeing needs of children and young people (HWB2 Level 3).</p> <p>M&L D1 Developing productive working relationships with colleagues (Core 5 Level 3).</p> <p>HSC241 Contribute to promoting the effectiveness of teams (Core 5 Level 2).</p> <p>CS11 Help a young person prepare to manage the transition from children's to adult health care services.</p>
c) Prepares for the care to be undertaken appropriately.	<p>Ensures that the child or young person is cared for in an environment that is suited to their physical, psychological, social and developmental needs.</p> <p>Uses a full range of nursing strategies to relieve the physical, psychological, developmental and spiritual impact of physical and emotional aspects of health and wellbeing needs upon the child or younger person and those involved in their care, including those relating to deteriorating health.</p> <p>Reviews with the young person and those involved in their care any self-management skills they need to develop before they move to adult services, and provide guidance, encouragement and support to aid their development.</p> <p>Uses technology for the purposes of measuring and monitoring health care as well as for providing health care interventions, health education and health promotion.</p>	<p>CS13 Implement interventions with children and young people, and those involved in their care.</p> <p>GEN4 Prepare individuals for clinical/therapeutic activities (HWB7 Level 1).</p> <p>CS11 Help a young person prepare to manage the transition from children's to adult health care services.</p> <p>CS26 Share an adverse prognosis about children and young people with their families (Core 1 Communication Level 3).</p>

HWB5 Level 3
KSF Dimension: HWB5: Provision of care to meet the health and wellbeing needs of children and young people
Level 3 – Plan, deliver and evaluate care to meet the health and well being needs of children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
<p>d) Undertakes care in a manner that is consistent with:</p> <ul style="list-style-type: none"> evidence-based practice and/or clinical guidelines multidisciplinary team working her/his own knowledge, skills and experience legislation, policies and procedures. 	<p>Undertakes general interventions expected of a registered children's nurse that are consistent with evidence-based practice, own scope of practice and legislation, applying skills and knowledge to meet the changing needs of the child or younger person and those involved in their care.</p> <p>Demonstrates working knowledge of the key specialist interventions, treatments and therapies appropriate to the group of children and young people being cared for.</p> <p>Undertakes specialist interventions, treatments or therapies for the child or young person in partnership with mentor/clinical supervisor.</p> <p>Acts on the specific legal/ethical implications of specialist interventions, treatments and therapies under the supervision or direction of a mentor/clinical supervisor.</p> <p>Recognises and acts on signs and symptoms of common conditions in the group of children and young people being cared for.</p> <p>Recognises and acts on signs and impacts of key personal transitions such as deteriorating health status; family illness or bereavement; divorce and family break-up; issues related to sexuality; the process of asylum; disability; parental mental health; and the consequences of crime.</p> <p>Uses and acts on knowledge of normal and disordered physiology in the group of children and young people being cared for.</p> <p>Acts on knowledge of the key interventions, treatments and therapies appropriate in the group of children and young people being cared for.</p> <p>Provides advice to child or younger person (where appropriate) and those involved in their care on the effects and side-effects of commonly used drugs.</p>	<p>CS13 Implement interventions with children and young people, and those involved in their care.</p> <p>CS7 Co-ordinate the delivery of care plans to meet the health and wellbeing needs of children and young people (HWB2 Level 3).</p> <p>CHS124 Manage and support the progress of individuals through patient pathways (HWB4 Level 3).</p> <p>CS15 Enable children and young people, and those involved in their care, to manage their medicines.</p> <p>CS22 Support children and young people to cope with changes to their health and wellbeing (HWB4 Level 2).</p>
<p>e) Takes the appropriate action to address any issues or risks.</p>	<p>Contributes to local action plans for feedback from child and family focused benchmarking.</p> <p>Uses knowledge of the side-effects and risks associated with implementing drug and technical interventions, treatments and therapies commonly used with the group of children and young people being cared for.</p> <p>Takes appropriate action and seeks additional support when reactions (physical or psychological) pose an unacceptable risk to those present.</p>	<p>CHS19 Undertake physiological measurements (HWB6 Level 1).</p> <p>CS26 Share an adverse prognosis about children and young people with their families (Core 1 Communication Level 3).</p>
<p>f) Reviews the effectiveness of specific activities as they proceed and makes necessary modifications.</p>	<p>Evaluates a care plan for and with the child or young person, their parents and families who are being cared for, using an evidence-based and child and family-centred approach.</p> <p>Evaluates drug and technical interventions, treatments and therapies in line with local and national policies and clinical guidelines.</p> <p>Implements actions and learning arising from own reflections and clinical supervision.</p>	<p>CS8 Assess the effectiveness of individualised care plans in meeting the health and wellbeing needs of children and young people (HWB2 Level 3).</p> <p>CS14 Evaluate interventions with children and young people and those involved in their care.</p>
<p>g) Provides feedback to the person responsible for the overall care plan on its effectiveness and the health and wellbeing and needs of the child or young person.</p>	<p>Liaises with named nurse/key worker in relation to changes in care planning and ongoing assessment.</p>	<p>HSC25 Carry out and provide feedback on specific plan of care activities (HWB5 Level 1).</p>
<p>h) Makes accurate records of the activities undertaken, including those relating to transition to adult services and any risks.</p>	<p>Documents care planning changes, ongoing assessment and evaluation.</p> <p>Records and provides full information to colleagues in adult services to enable them to provide a smooth transition for the young person.</p>	<p>HSC434 maintain and manage records and reports (IK1 Level 2).</p> <p>CS11 Help a young person prepare to manage the transition from children's to adult health care services.</p>

HWB5 Level 4**KSF Dimension: HWB5: Provision of care to meet the health and wellbeing needs of children and young people****Level 4** – Plan, deliver and evaluate care to meet the complex health and wellbeing needs of children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
<p>a) In partnership with the child or young person and those involved in their care, identifies:</p> <ul style="list-style-type: none"> goals for specific activities in the overall care plan and their complex health and wellbeing needs the nature of the different aspects of care needed to meet their complex needs the involvement of other people and/or agencies relevant evidence-based practice and/or clinical guidelines how to manage possible risks. 	<p>Uses clinical judgement and autonomous decision-making about care requirements when providing expert specialist multi-skilled interventions, treatments and therapies.</p> <p>In accordance with local and national legislation/guidance and with regard to relevant evidence, prescribes either as an independent/supplementary prescriber or uses Patient Group Directions/Patient Specific Directions.</p>	<p>CHS84: Develop and agree care management plans with individuals diagnosed with long-term conditions (HWB6 level 3).</p>
<p>b) Undertakes care in a manner that is consistent with:</p> <ul style="list-style-type: none"> evidence-based practice and/or clinical guidelines multidisciplinary team working his/her own knowledge, skills and experience legislation, policies and procedures. 	<p>Uses holistic practice knowledge by applying analytical skills to understand and use evidence from multiple sources in clinical practice.</p> <p>Works creatively and innovatively and challenges practice appropriately within the boundaries of professional conduct to provide child and family-centred care.</p> <p>Acts as a catalyst to enable new ways of working by helping others to understand what needs to be changed and how these changes may be achieved.</p>	<p>CS23 Work with others to improve health care services for children and young people.</p>
<p>c) Takes the appropriate action to address and issues or risks.</p>	<p>Undertakes risk assessment and acts on these.</p>	<p>CHS46 Undertake a risk assessment in relation to a defined health need (HWB6 Level 3).</p>
<p>d) Evaluates the effectiveness of care and makes any necessary amendments.</p>	<p>Evaluates the care provided and changes care as required using knowledge and expertise to inform clinical decision-making.</p>	<p>CS8 Assess the effectiveness of individualised care plans in meeting the health and wellbeing needs of children and young people (HWB2 Level 3). CS14 Evaluate interventions with children and young people and those involved in their care.</p>
<p>e) Provides effective feedback to inform the overall care plan of a child or young person with a complex health need.</p>	<p>Involves the child or young person and those involved in their care and the team to inform the care planning process.</p>	<p>HSC25 carry out and provide feedback on a specific plan of care activities (HWB5 Level 1). CHS61 Co-ordinate the care of individuals with long-term conditions (HWB2 Level 3).</p>
<p>f) Makes complete records of the work undertaken, the health and wellbeing of the child or young person, needs and related risks.</p>	<p>Maintains accurate records of care. Develops computer literacy.</p>	<p>HSC434 maintain and manage records and reports (IK1 Level 2).</p>
<p>g) Evaluates the effectiveness of care with children, young people and those involved in their care:</p> <ul style="list-style-type: none"> making any necessary modifications feeding in relevant information to support wider service planning. 	<p>Evaluates all sources of evidence-based care.</p> <p>Monitors effectiveness constantly by using methods that involve children and young people and those involved in their care (for example, experience based design).</p> <p>Feeds back accurate and relevant information to relevant individuals and groups to inform practice and care (at team and directorate meetings).</p>	

HWB5 Level 4**KSF Dimension: HWB5: Provision of care to meet the health and wellbeing needs of children and young people****Level 4** – Plan, deliver and evaluate care to meet the complex health and wellbeing needs of children and young people

Indicators	Areas of application to CYP nursing practice with examples (core)	Skills for Health (www.skillsforhealth.org.uk) NOS/NWC
h) Produces clear and concise arguments for decision makers that: <ul style="list-style-type: none"> • reflect the views of children and young people and those involved in their care • inform the strategic development of services • inform the health improvement agenda. 	Works in partnership with all stakeholders including children, young people and those involved in their care to agree and present policy and strategy arguments to decision makers that: <ul style="list-style-type: none"> • is appropriate to the needs of the children and young people • represent the views and perspectives of all stakeholders • are feasible and viable • are based on sound evidence and consistent with relevant legislation • inform the development of care pathways, clinical protocols and so forth • maintain the quality of the service. 	HSC415 Produce, evaluate and amend service delivery plans to meet individual needs and preferences.



Royal College
of Nursing

The RCN represents nurses and nursing,
promotes excellence in practice and shapes
health policies

March 2012

RCN Online
www.rcn.org.uk

RCN Direct
www.rcn.org.uk/direct
0345 772 6100

Published by the Royal College of Nursing
20 Cavendish Square
London
W1G 0RN

020 7409 3333

Publication code 004 202

ISBN 978-1-906633-96-7