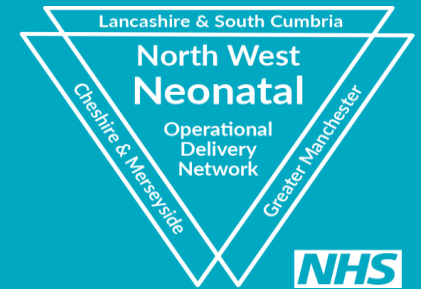


NORTH WEST NEONATAL OPERATIONAL DELIVERY NETWORK



Education Toolkit

Version 2 March 2023

Working together to provide the highest standard of care for babies and families



Health Education England

NWNODN Education Strategy Overview

Vision: **Highly skilled multi-disciplinary teams delivering safe and effective neonatal care**

Realised through:

Developing the Ideal Team

Supporting Career pathways

Providing safe, effective services

Delivered through:

Framework setting out education requirements for the core neonatal knowledge/skills acquisition pathway for the Ideal Team

Framework for skills and competency acquisition at different stages of career

Applying targeted learning/education in response to changing environment/ new circumstance / new ways of working (eg. QI) to improve outcomes

Underpinned by:

- Right education programmes
- Right education provider
- Quality built in (EEWG)
- Appraisal
- Support/supervision

- Recruit/attract/retain to neonatal care
- Defined requirements for different roles
- Appraisal
- Support/mentoring/coaching

- Defined processes for designing/delivering education for new ways of working; and for addressing identified clinical risk factors and outcome indicators

Making it happen through:

Workforce & Education Lead / NWEEN / Service + Education Providers / Technology / Funding

Introduction

The previous page gives you an overview of the [NWNODN Education Strategy](#), and from this you can see the two key components of **Developing the Ideal Team** and **Supporting Career Pathways**. This document has been put together to support both of those components and is aimed at a variety of audiences to enable development.

The [NWNODN Workforce Strategy](#) proposes the concept of an ‘**Ideal Team**’ which offers a way for neonatal care services to build upon their existing teams with enhanced roles in the best way which suits their individual service needs.

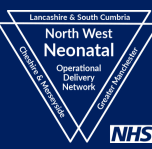
This **Toolkit** supports services in understanding the core skills which underpin each of the roles, and how they can plan the acquisition of those skills at individual and service level.

For the individual, the toolkit supports those career pathways which have been described nationally by signposting to the appropriate course / learning intervention to suit their chosen path.

For service providers, the toolkit will support them in developing their education offer in line with these recommendations



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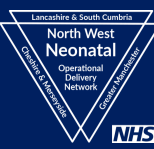
How to use this Toolkit

- ❖ The next slide - **Ideal Team** – is the core page from which all other pages are linked
- ❖ On the Ideal Team page – find the role you are interested and click the link
- ❖ You will be taken to the relevant lead page for that role
- ❖ On the lead page you will find a set of sub-page links or links to other websites which provide information on the relevant course/s to support competency in the role

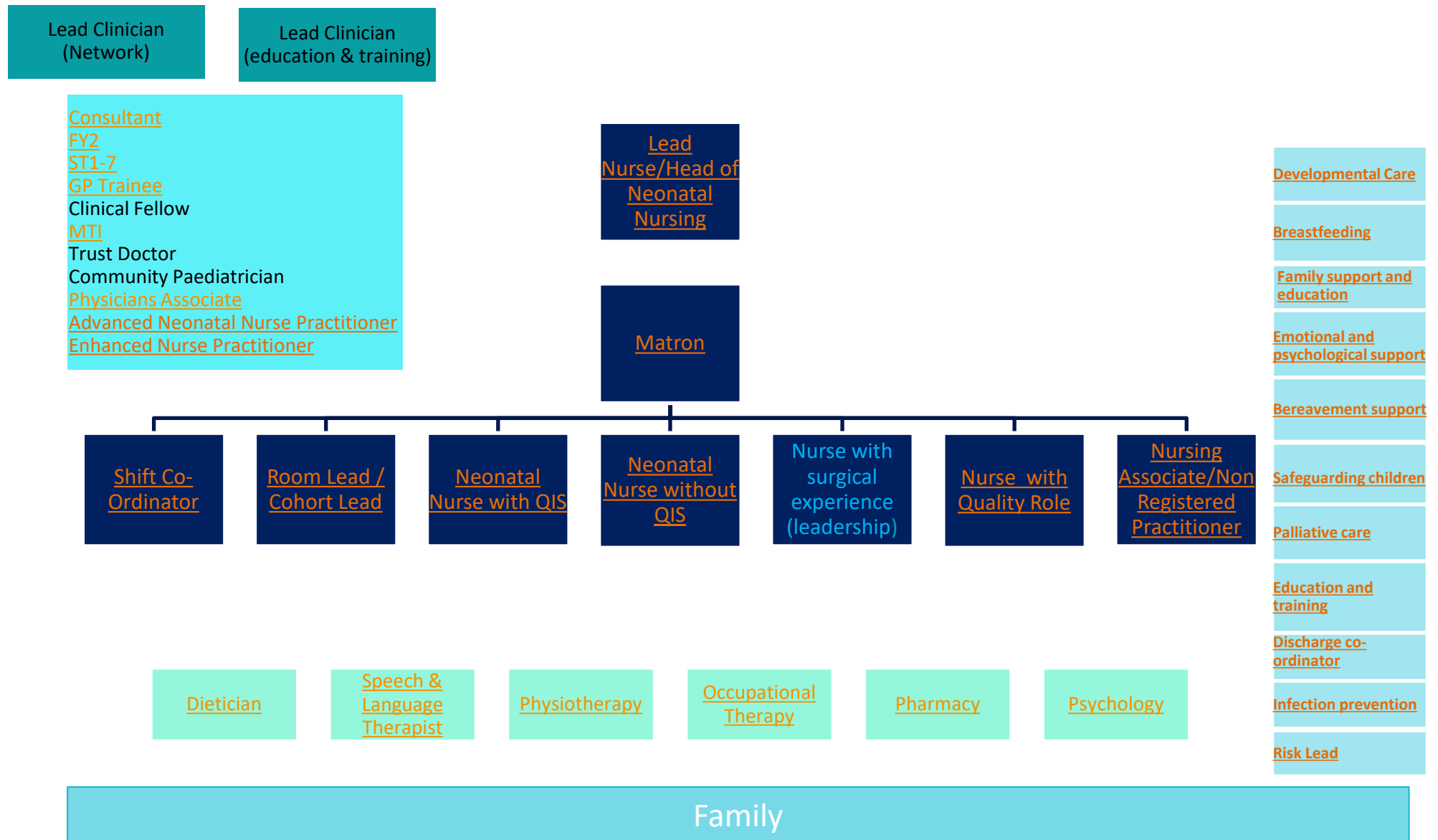
Note: Version 2 March 2023 – information on courses correct as of March 2023



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Ideal Team (from [NWNODN Workforce Strategy](#))



Role:

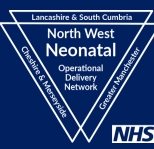
- [Non-registered practitioner/Nursing Associate](#)
- [Nurse](#)
- [Medic](#)
- [AHP](#)

Links to other sections

- [Courses](#)
- [Leadership](#)



Health Education England



Non-registered Workforce & Nursing Associates

Preceptorship (for
nursing associates)

Care certificate
(for all others)

Neonatal unit
induction

NWNODN Non
Registered (Clinical
Support Worker)
Programme

Additional Nursing
Associate Days
(NAs only)

Other courses that may be useful

Transitional
Care

[Transitional Care](#)
East of England ODN

Special Care
therapies in
action

[Special care therapies in action](#)
Aimed at those working in special care
West Midlands ODN

Therapies
in action

[Therapies in action](#)
West Midlands ODN
Aimed at new neonatal nurses but suitable for all
neonatal staff

[Back to non-registered/NA homepage](#)

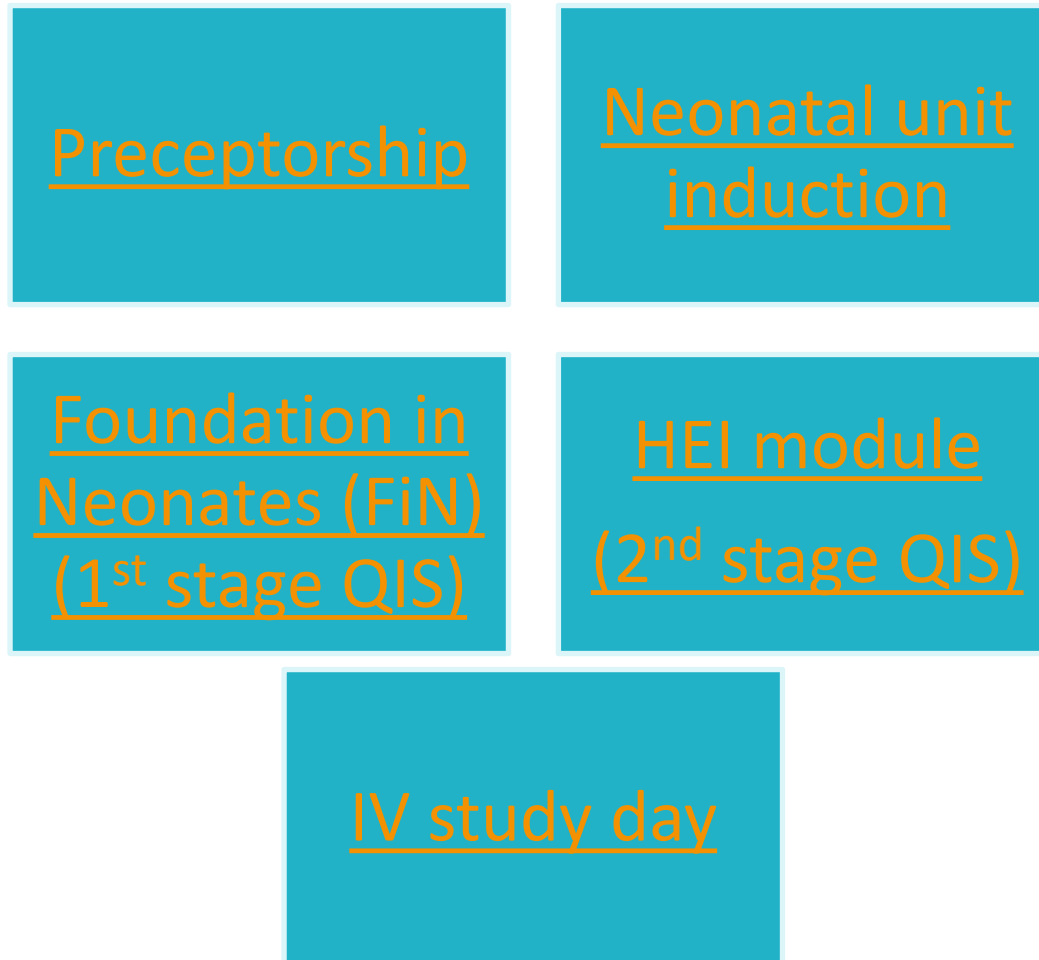
[Back to ideal team](#)

Nursing

- Pre-QIS
- Post-QIS (includes ENNPs, ANNPs, Outreach, Transport etc.)

Nursing pre-QIS

- After starting on the neonatal unit there are 5 main things you need to complete on your pathway to becoming Qualified in Speciality (QIS) in the North West



Preceptorship

- A preceptorship should be a structured period of transition for the newly qualified nurse, nursing associate, midwife or allied health professional when they start employment within the NHS
- During this time, they should be supported by an experienced practitioner (a preceptor), to develop their confidence as an independent professional; and to refine their skills, values and behaviours
- Preceptorship is usually run by individual hospital trusts

Investing in a preceptorship programme can deliver a variety of benefits for the preceptee and employer, such as:

- enhanced patient care and experience
- improved recruitment and retention
- reduced sickness absence
- more confident and skilled staff
- increased staff satisfaction and morale

(NHS Employers, 2021 - Preceptorships for newly qualified staff)

<https://www.nhsemployers.org/your-workforce/plan/workforce-supply/education-and-training/preceptorships-for-newly-qualified-staff>

More info <https://www.nmc.org.uk/standards/guidance/preceptorship/>

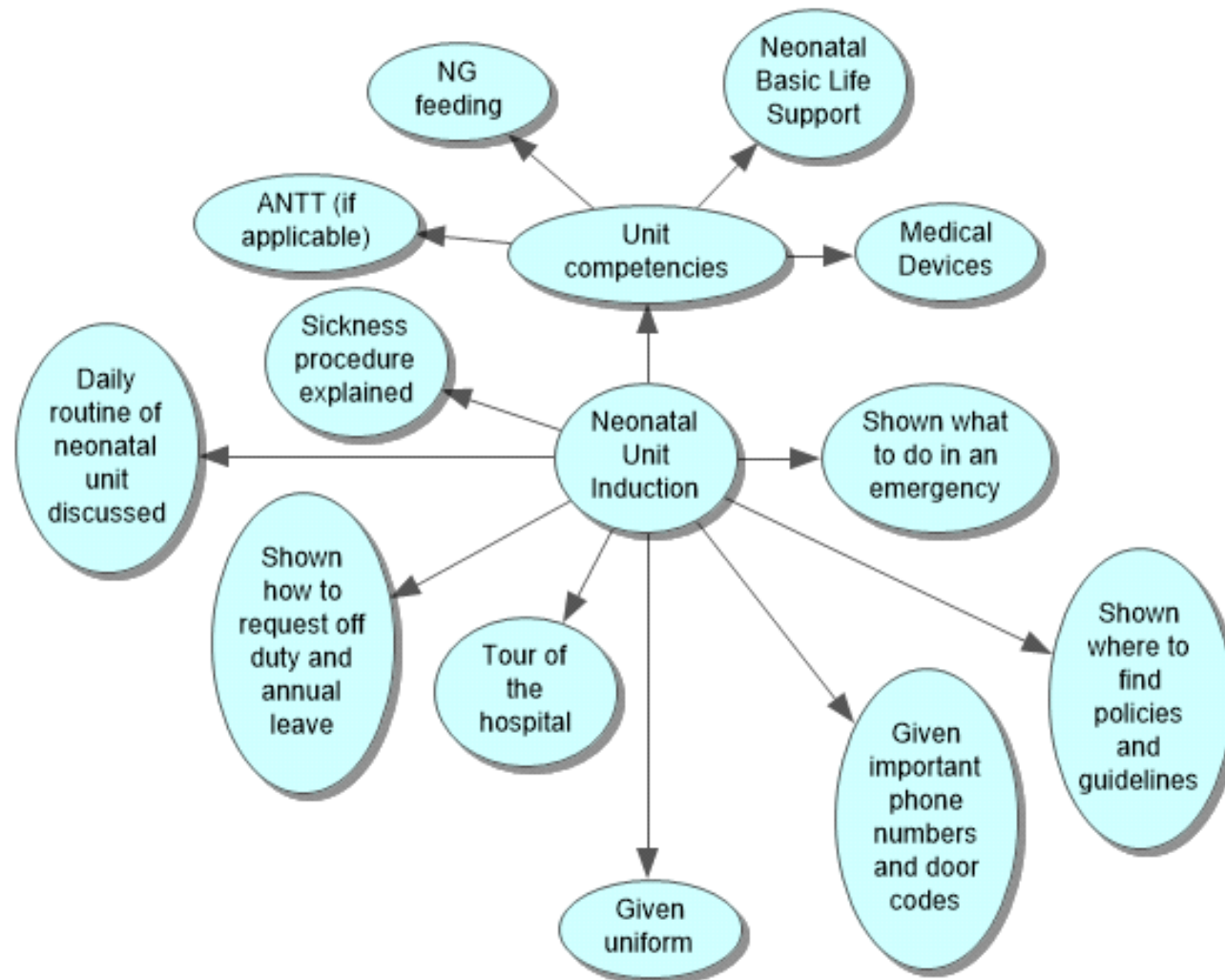
[Back to non-registered/NA](#)

[Back to pre-QIS](#)

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Neonatal Unit Induction

The induction of a new member of staff onto a neonatal unit will comprise of many things including:



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Nursing post-QIS

There are 5 main career paths (outlined by GIRFT, 2022) available to qualified neonatal nurses post QIS achievement:

- [Post QIS development](#)
- [Advanced Practice](#)
- [Education](#)
- [Management](#)
- [Research](#)

In addition to these career pathways there is also the opportunity to pursue the following:

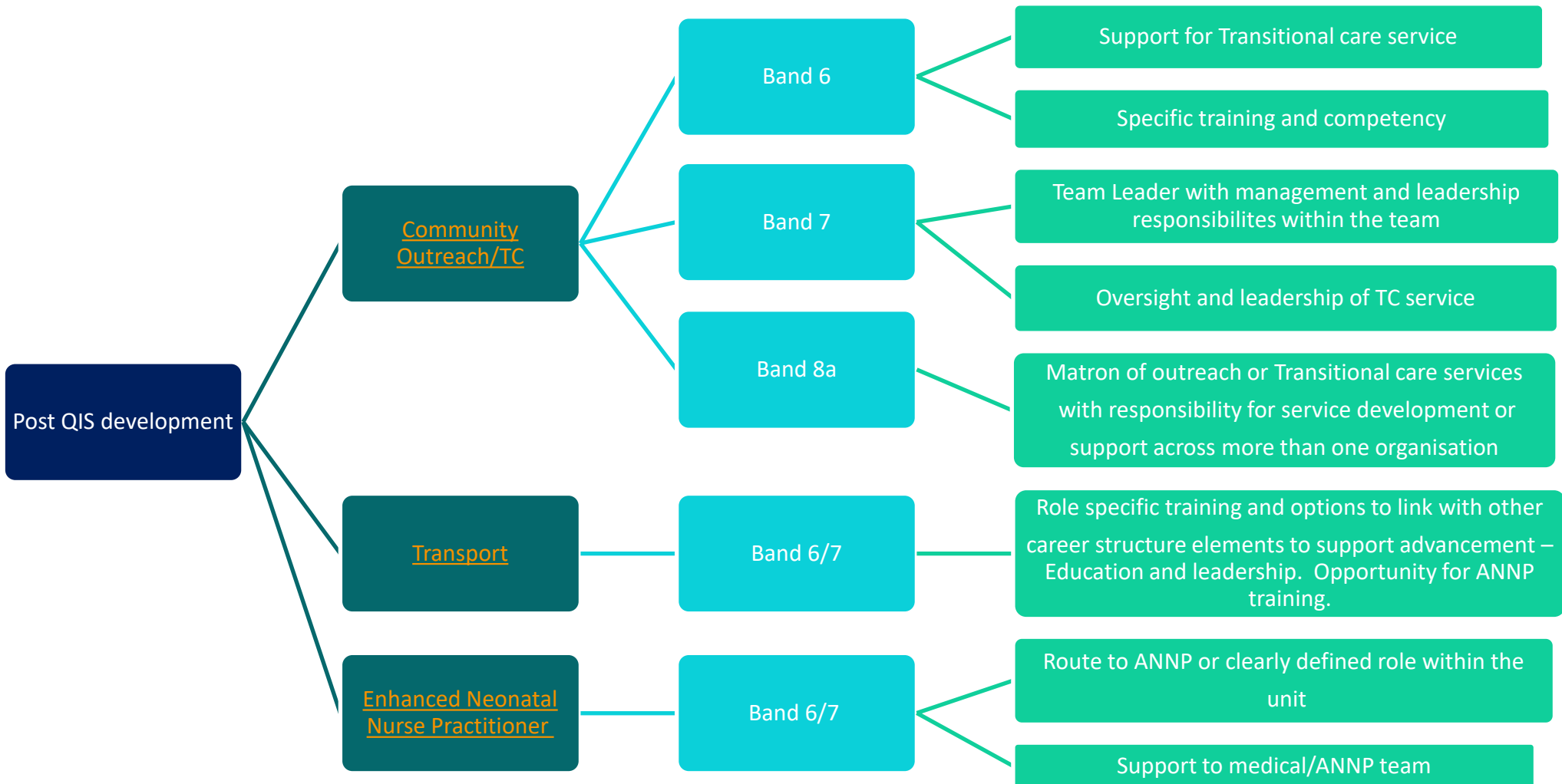
- [Nurse with quality roles](#)
- [Leadership](#)

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Post QIS development



Health Education England



Community Outreach

- About the role.....

Some Neonatal units have Neonatal Outreach Nurses who will provide ongoing support to parents and carers in the community setting. The nurses may be supported by clinical support workers or Nurse Associates. As a team they will offer specialist care to premature babies and to those babies with complex health needs requiring additional support who have been discharged from the neonatal unit, transitional care or postnatal ward. Outreach nurses are involved in discharge planning, facilitating an early and seamless discharge for the baby and parents to the home environment, and work with other health professionals. Neonatal Outreach nurses will provide support to parents and carers which may include establishing feeding at home, those with a low birth weight, home oxygen and home phototherapy.

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

- Courses.....

- UCLAN- community care of the neonate - <https://www.uclan.ac.uk/cpd/courses/community-care-neonate-cert>
- Safeguarding children, young people and adults level 3
- [Newborn Infant Physical Examination](#)

- CPD.....

'Working with families to transition from neonatal units to home' e-learning for health module

[Back to Post-QIS](#)

[Back to ideal team](#)

Transitional care

- About the role.....

Some Neonatal units have transitional care nurses, they provide care that exceeds normal routine care. This care is usually provided on the postnatal ward with the additional support from neonatal support workers, midwives, and maternity healthcare assistants. The role of Transitional care nurses is to prevent unnecessary admission to the Neonatal unit and separation of mother and baby. Dependent on each Trusts criteria Nursing staff will generally monitor and manage babies in establishing feeds, supporting and educating parents in the planning and care of their baby, facilitating a successful transition to motherhood and parenthood, assist midwifery staff in problem solving on the maternity ward, and promote early discharge with the support of the Neonatal community team.

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

- Courses.....

- Safeguarding children, young people and adults level 3
- [Newborn Infant Physical Examination](#)
- [Transitional care module East of England ODN](#)

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Transport

- About the role.....

Neonatal transport nurses provide care and support to babies during transfer to another unit. This may be an acute uplift transfer alongside a doctor or ANNP, such as a transfer to an intensive care unit for ongoing medical/surgical/cardiac care, or it could be an elective repatriation back to their local hospital or to a specialist hospital for an outpatient appointment

- How to get into it.....

Speak to your manager or senior nurse during appraisal. Transport Nurse secondment posts are often available from Connect NW. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

- Courses/Resources

- [Neonatal Transport Group | British Association of Perinatal Medicine \(bapm.org\)](#)
- [STAN](#)

[Back to Post-QIS](#)

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Enhanced Neonatal Nurse Practitioner (ENNP)

- About the role.....

“Within Newborn Services the role of the ENNP has been utilised to support the medical staffing within the SC and HDU areas.

The role follows a medical model and nursing staff gain confidence in managing planned care with the medical staff on ward rounds. They will assess and feedback to the medical staff on infants who deteriorate, prepare infants for discharge and order investigations as per planned care. All plans of care are discussed with the medical team in order to support the safe care of infants in these areas. There is the opportunity to undertake the role of the non-medical prescriber if the ENNP wishes to develop their skills. The experience gained working within the team can often become a springboard to moving towards the ANNP course”

Stephanie Dow (Matron for Intensive Care and High Dependency, Manchester Foundation Trust)

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

[More ENNP information on next page](#) ➔

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ENNP continued

- Essential courses

<https://www.bmh.manchester.ac.uk/study/cpd/courses/nursing-practice-bsc-cpd-units/?pg=2&unit=NURS9319C&unitYear=1>

- 10 study days

- Other courses/CPD which may help

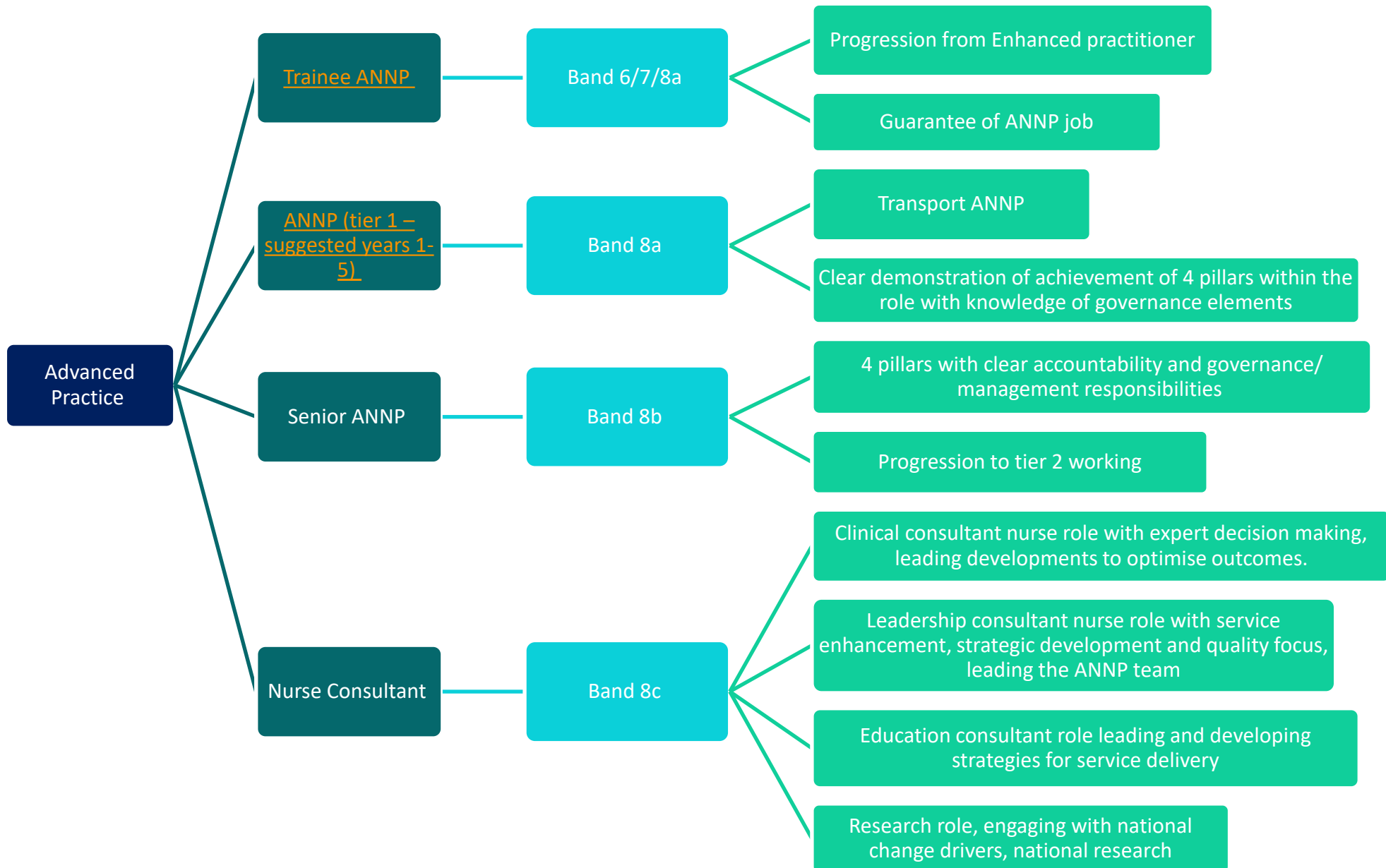
- [NIPE \(Newborn Infant Physical Examination\)](#)
- [Leadership](#)



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Advanced Practice



Trainee ANNP

- About the role.....

ANNPs work on the medical rota and provide similar care to junior doctors. As part of the trainee role they will achieve clinical competencies in things like cannulation, line insertion, intubation, advanced resuscitation, examination of the newborn and much more.

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the CPD courses on the next pages to ready yourself for if/when a trainee ANNP post becomes available to complete the essential course.

[More ANNP information on Next Page](#) 

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Trainee ANNP courses

Essential courses

<https://www.salford.ac.uk/courses/postgraduate/advanced-practice-neonates>

- University of Salford
- Full time (1 year)
- Includes non-medical prescribing



University of
Salford
MANCHESTER

[More ANNP information on Next Page](#)



[Back to Advance Practice](#)

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Trainee ANNP (continued)

- Other courses/CPD that may help
 - [Leadership](#)
 - ARNI course
 - GIC instructor course
 - Involved in:
 - research
 - Audit
 - Quality improvement programmes
 - Teaching

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ANNP (Tier 1 – suggested years 1-5)

Advanced Neonatal Nurse Practitioner Capabilities Framework: A BAPM Framework for Practice

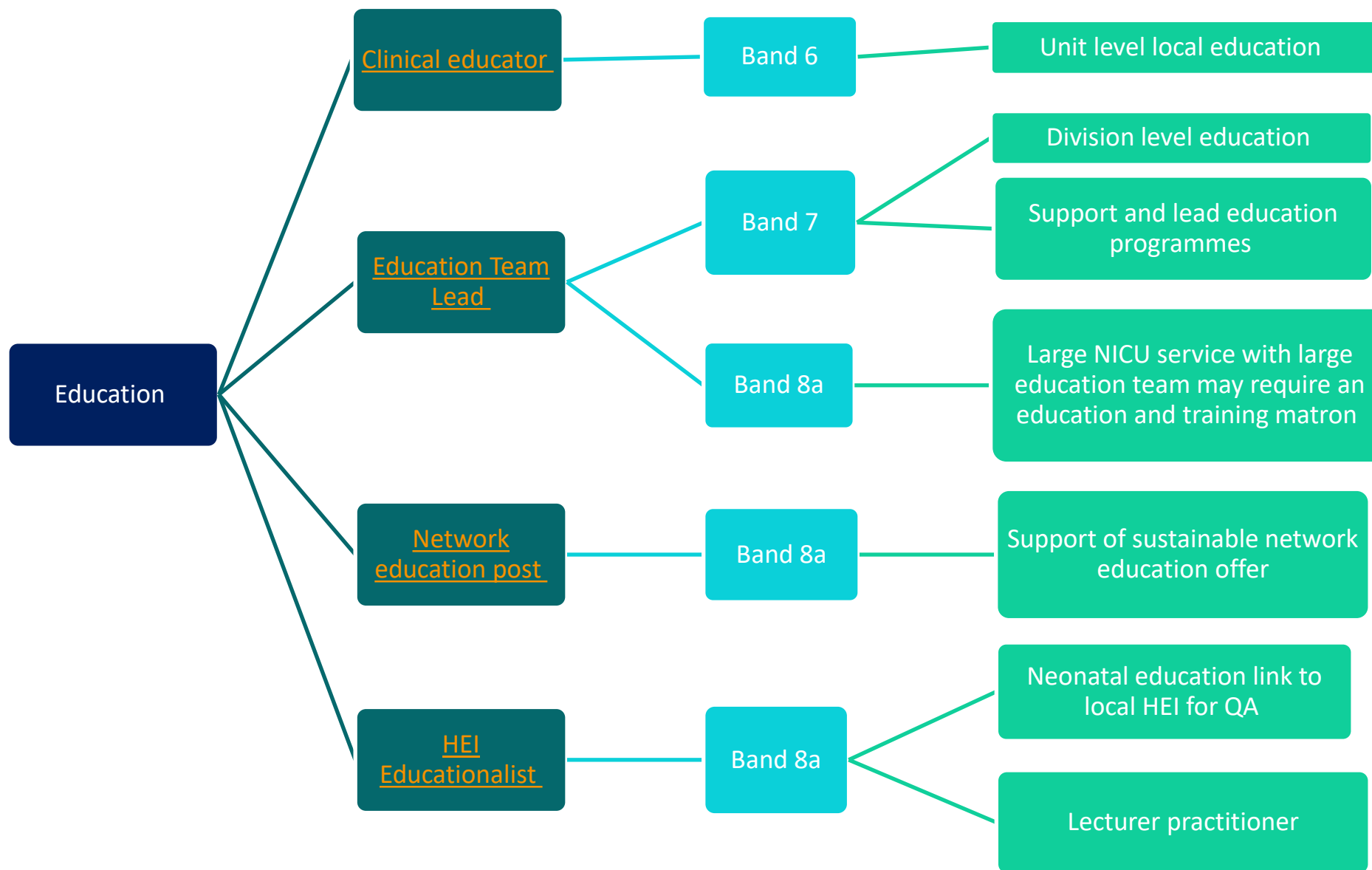
- The purpose of this framework is to give a career pathway to ANNPs working in any level or unit or within the transport setting. This model makes clear how ANNPs can progress outside the limitations of the clinical rota by setting out a variety of career development pathways using the four pillars of advanced practice: clinical practice, leadership and management, education and research
- The framework sets out the capabilities expected under each of these pillars at the level of ANNP, Senior ANNP and Consultant Nurse.

https://hubble-live-assets.s3.amazonaws.com/bapm/file_asset/file/128/ANNP_Capability_framework_-_for_publication_10-5-21.docx.pdf

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Education



Clinical Educator

- About the role.....

Clinical nurse educators are practice-based nurses whose primary role is educating the workforce. The role varies slightly in different units but often includes teaching on mandatory training, equipment training, supporting students and general neonatal education

- How to get in to it.....

Show an interest in education, take the lead on teaching a particular piece of equipment or topic area in practice and then speak to your line manager during appraisal

- Essential courses....

- QIS

- Other courses/CPD that may help

- While not essential, a PGCE may be useful particularly if you want to progress to being a network educator or HEI educationalist.
- Leadership courses
- Other teaching courses
- GIC instructor
- Communication and coaching courses

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Education Lead

- About the role.....

The education lead will be responsible for leading the education team on the neonatal unit. The role often involves coordinating training and education, performance management, having difficult conversations and assessing staff competence

- How to get in to it.....

You will need experience as a clinical educator, good leadership and communication skills and a passion for training and education. Speak to your line manager during appraisal

- Essential courses....

- QIS

- Other courses/CPD that may help

- [Leadership](#)
- PGCE
- Communication skills courses – having difficult conversations, performance management, coaching etc.
- Other teaching courses

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Network Education Post

- About the role.....

Network education in the North West involves delivering aspects of the NWNODN education strategy such as teaching on FiN, neonatal support worker programme, consultant study days and much more, as well as driving innovation and change within education both in the NW and nationally

- How to get in to it.....

Experience of teaching both in clinical practice and to groups of people are essential. You need a passion for teaching and developing staff as well as a desire to drive change and innovation

- Essential courses....

- QIS

- Other courses/CPD that may help

- [Leadership](#)
- Communication skills courses – having difficult conversations, performance management, coaching etc.
- PGCE
- Other teaching courses
- GIC instructor course

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HEI Educationalist Post

- About the role.....

As an HEI lecturer, you'll need expertise in your subject area in order to teach students. Teaching methods include lectures, seminars, tutorials, practical demonstrations, field work and e-learning.

- How to get in to it.....

Gain experience in teaching and assessing. Speak to your line manager in appraisal

- Essential courses....

Most HEIs will require educators to have a Masters degree and a PGCE (post-graduate certificate in education). Some may help you to get these once you have the job but others will insist you have obtained them before applying for a post

Many HEIs in the North West offer Masters modules and PGCE courses, see individual university websites for details

- Other courses/CPD that may help

- Leadership
- Teaching courses
- Communication skills

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Research

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Research

Neonatal nurses can become involved in research in different ways:

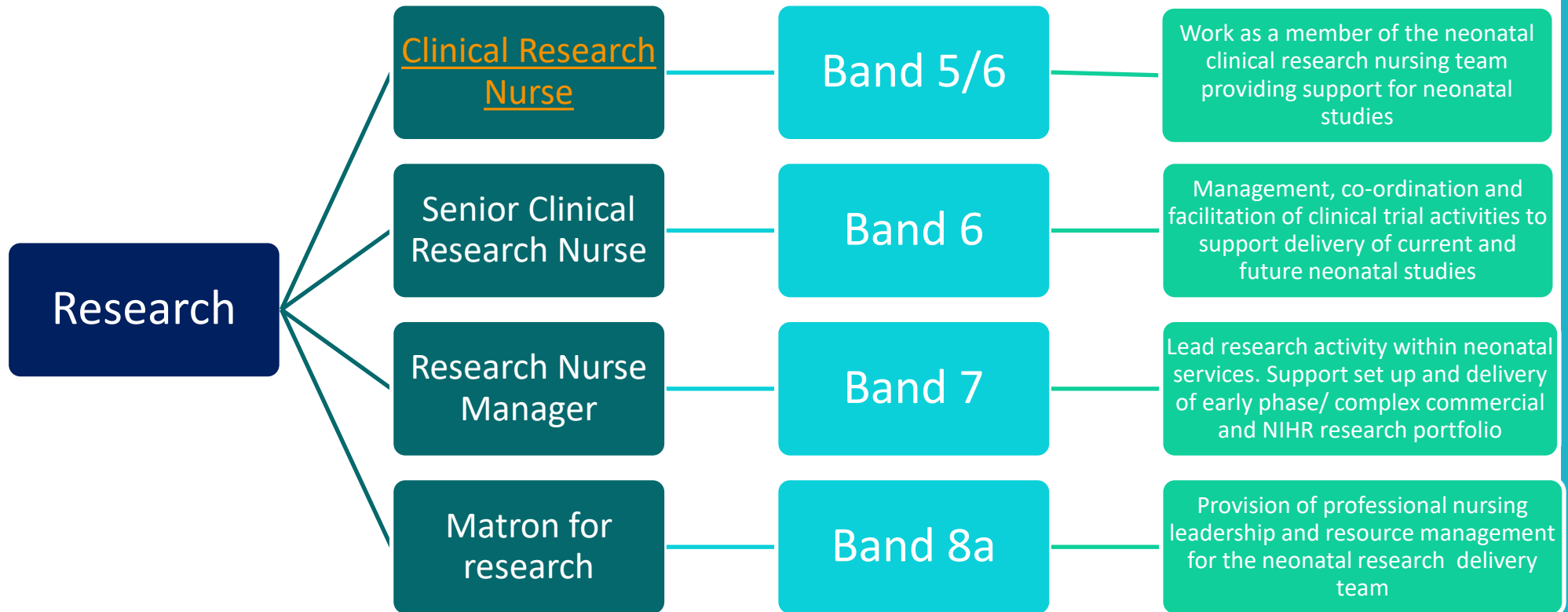
- As a *Clinical Research Nurse*, neonatal nurses have a dedicated role in offering families opportunities to participate in studies relevant to their baby and the family. They support families and the wider team in the recruitment and delivery of research protocols supported by the NIHR research portfolio.
- *Nursing research and researchers*. There are pathways and support available for neonatal nurses interested in using research findings to change clinical practice and to develop themselves through further clinical academic training and to undertake their own research

Next

Clinical Research Nurse

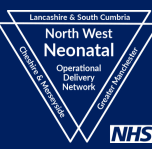


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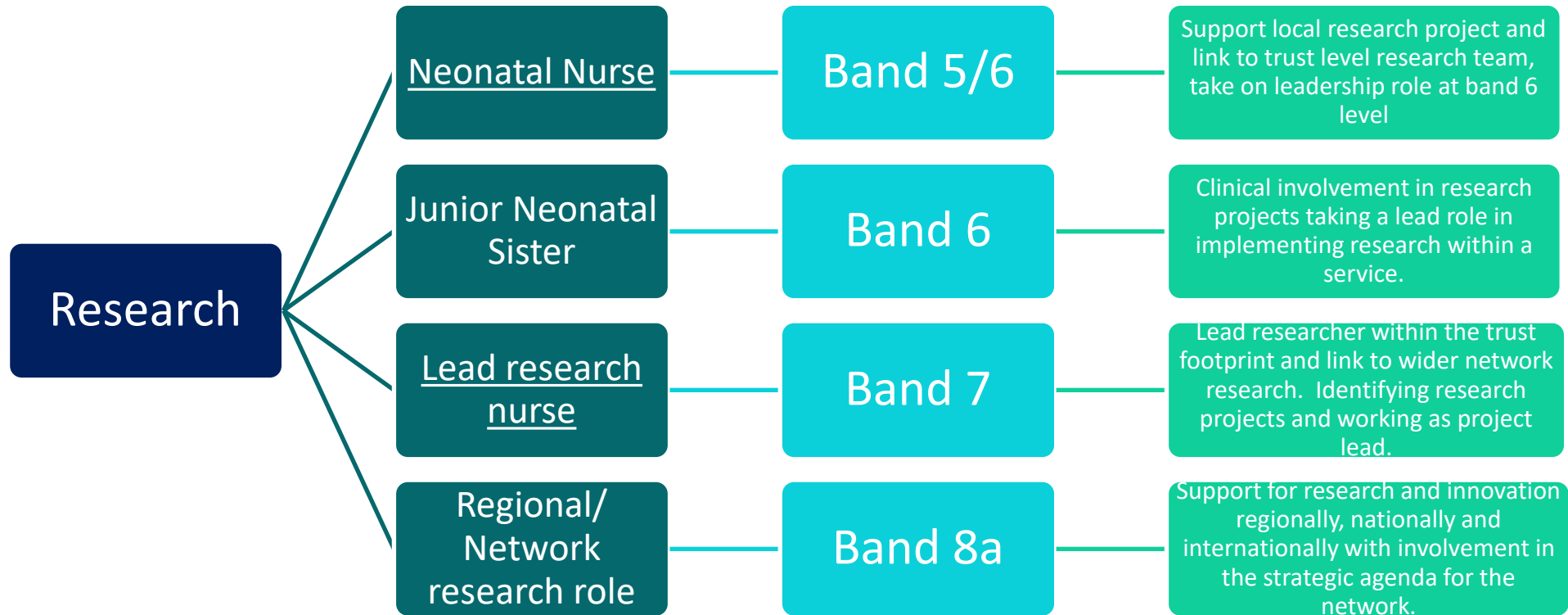


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Source: adapted from GIRFT



Research



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Source: adapted from GIRFT

Clinical Research Nurse

- [About the role.....](#)

Neonatal Clinical research nurses are a key part of the clinical trials workforce and play an important role in the running of neonatal clinical trials.

- [How to get in to it.....](#)

Discuss with your local neonatal research team opportunities to become involved, gain experience and develop skills essential for applying for the role.

- [Essential courses....](#)

Introduction to Good Clinical Practice

Research Delivery Team Essentials

Fundamentals of Clinical Research

Informed Consent in Paediatric Research

Non-Medic consent in CTIMPs

- [Other courses/CPD that may help.....](#)

Leadership Development

[Back to ideal team](#)

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Nursing Researcher

- About the role.....

Research that is developed by, led and delivered by nurses.

- How to get in to it.....

HEE and NIHR have developed a framework for clinical academic careers and offer a series of awards, from pre-doctoral through to advanced fellowships

- Essential courses....
- Other courses/CPD that may help

(if you can help complete this section or know anyone that can help
please email jenny.lowe@alderhey.nhs.uk)

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Research Nurse

- **About the role.....**

Research nurses play a vital role in delivering research, and ultimately improving patient care. The role of a research nurse is complex, exciting, and interesting. Research nurses are at the forefront of new developments in treatments for their patients. A research nurse will work autonomously within an established team of students, research nurses, scientists and clinical fellows, engaging in a broad range of clinical studies relating to neonates. You will be expected to develop relevant reaching and training for clinical staff with regard to identifying infants eligible for the study, to facilitate and train them in the recruitment, randomization and data collection processes. You will also be expected to Identifying and screening potential patients, Ensuring that patients give fully informed consent before they are enrolled in a study, Supporting the Principal Investigator (PI) by coordinating the day to day management of research studies, Providing on-going support to patients throughout their time as a participant.

- **How to get in to it.....**

- The NIHR website has information about starting a career in research [Career development | NIHR](#)

- **Essential courses....**

- The suggested pathway for research delivery teams are outline within <https://sites.google.com/nih.ac.uk/nw-research-wf-team/our-approach-to-wld/research-delivery-induction-pathway>
- Research practice in clinical settings
- Good clinical practice- framework [https://www.nih.ac.uk/health-and-care-professionals/learning-and-support/good-clinical-practice.htm#:~:text=Good%20Clinical%20Practice%20\(GCP\)%20is,are%20being%20asked%20to%20undertake](https://www.nih.ac.uk/health-and-care-professionals/learning-and-support/good-clinical-practice.htm#:~:text=Good%20Clinical%20Practice%20(GCP)%20is,are%20being%20asked%20to%20undertake)
- Research delivery team essentials
- Informed consent <https://local.nih.ac.uk/lcrn/kent-surrey-and-sussex/training.htm>
- Improving Healthcare through research
- All found on the NIHR website <https://www.nih.ac.uk/health-and-care-professionals/learning-and-support/>

- **Other courses/CPD that may help**

- Internship- this is designed for nurses who do not hold a research qualification <https://arc-w.nih.ac.uk/news/social-care-public-health-internships-opportunities/>
- Masters degree in research

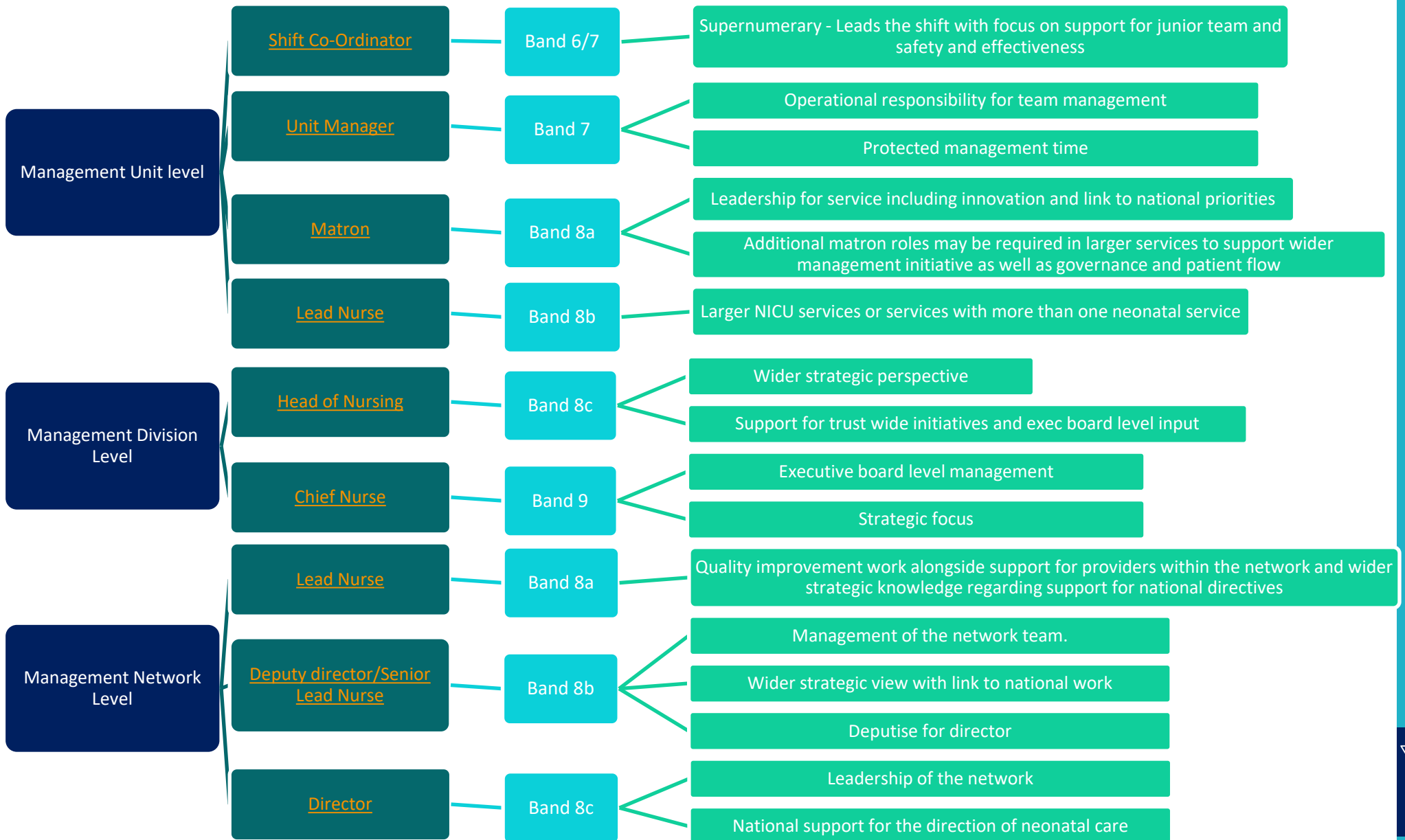
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Management

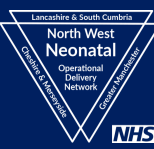


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Source: GIRFT

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Room Lead/Cohort Lead

- About the role.....

A Room/Cohort lead will oversee the staff and babies within their designated area and use clinical leadership skills to assist in supporting and empowering the units team to provide optimum care at all times, fostering an environment that welcomes planned, effective change to enhance patient care.

You will need to maintain clinical credibility and to act as a role model to junior colleagues and facilitate and encourage effective clinical developments that will enhance practice and take on an active role in training. You will ensure infection control policies and procedures are implemented and adhered to at all times and also support the shift leader/ward manager with updates and delegated workload.

How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking the essential courses and some of the CPD courses to ready yourself for when a post becomes available.

Essential courses....

- QIS
- NLS
- Other courses/CPD that may help
 - [Leadership](#)
 - Coaching conversations
 - Communication workshops
 - Appraisal training
 - Student supervisor workshop/course
 - Clinical audit experience

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Shift Leader

- About the role.....

A Shift Leader on the Neonatal Unit holds Supernumerary status to support the daily activities on the Neonatal Unit. They offer clinical expertise and advice to both nursing and medical staff in order for babies and families to be cared for in the best way possible.

Shift leaders enhance patient experience by working within the multidisciplinary team in the assessment planning and delivery of care for neonates.

Shift leaders are expected to outline development opportunities and contribute towards ongoing development of the unit.

A Shift leader needs the ability to organise, prioritise and coordinate own and others work on a shift-to-shift basis.

- How to get in to it.....

Discuss with senior members of the MDT team and identify in your appraisal.

Discuss with your Line Manager

Choose an area of specific interest to you within Neonates which you can develop within the unit & become involved in any projects in relation to this.

Attending deliveries and further exposure too ITU/Escalation Scenarios.

- Other courses/CPD that may help

- [Leadership](#)
- Courageous Conversation Course
- Mentorship Qualification
- Venepuncture & Cannulation
- Clinical Governance & Education
- Safeguarding Children - Level 3
- ATAIN Modules

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Unit Manager

- About the role.....
 - The unit manager tends to be a non clinical role but still based within the unit. The aim is to be a highly visible, proactive and supportive leader of the team. The main aspects of the role include budget and staff management; risk assessment and governance; having an awareness of, and adhering to, trust and national guidelines; supporting new neonatal initiatives; driving forward recruitment and retention incentives; encouraging collaboration with all members of the MDT; and having the overall responsibility of overseeing the general health and safety of the unit, staff, families and babies at all times.
- How to get in to it.....
 - Have an interest in management and leadership together with a good background of neonatal knowledge. You will have worked as a shift leader on the unit which will have enabled you to understand team dynamics and shift control. Lead on a specific project on your unit. Show an interest in governance and ask to attend any meetings that will improve your awareness of trust and national initiatives.
- Essential courses....
 - QiS

[More Unit manager info on next page](#)



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Unit Manager continued..

- Other courses/CPD that may help
 - [Leadership](#)
 - NWNODN managers development course (see [education calendar](#) for details)
 - Appraisal training
 - Communication courses
 - National or local neonatal study days
 - Joining a special interest group with the NWNODN

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Matron

- About the role.....

Responsible for staffing and recruitment, budget management, staff wellbeing, complaints management and management of the band 7 team. Has oversight of sickness, infection control and the clinical environment, risk and medicines management, FiCare, digital management including badger, bereavement and much more

- How to get in to it.....

Clinical experience as a band 6 and band 7. Identify interest as part of appraisal process. Application once a matron post becomes available

- Essential courses....

- Masters

- Other courses/CPD that may help

- [Leadership](#)
- Communication
- Management courses (often offered in trust for things like appraisal delivery, sickness and capability management, recruitment etc)
- NWNODN managers development course (see [education calendar](#) for details)

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Lead Nurse (Unit Level)

- About the role.....

Responsible for operational working of neonatal units within the trust, oversee team of matrons who each have a workstream, support for the matrons, carry out Trust strategic vision, implement national and ODN strategies, ensuring high level governance reviews are completed in timely manner, ensure safe staffing, compliance, and monitor unit activity

- How to get in to it.....

Experience as a shift coordinator and matron

- Essential courses....

- Masters degree

- Other courses/CPD that may help

- [Leadership](#)
- NWNODN managers development course (see [education calendar](#) for details)
- Trust management programmes
- NHS improvement lead course
- Kings fund, Michael West compassionate leadership

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Head of Neonatal Nursing

- About the role.....

Operationally and professionally responsible for the neonatal unit and those within it, strategic development of neonatal services within your service and wider network services as a tertiary unit

- How to get in to it.....

Wealth of experience in neonatal nursing, experience at a unit manager and matron level

- Essential courses....

- Masters degree

- Other courses/CPD that may help

- [Leadership](#)
- Postgraduate certificate in business management
- Range of experience in neonatal medicine, surgery and transport
- Experience of working indifferent levels of units
- Self reflection
- People management

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Network Lead Nurse

- About the role.....
 - Supportive role for managers, educators and clinical leads within a locality and across the network
 - Specific focus such as governance or data supporting all 22 units in the NW
 - Support of Special Interest groups and Task and Finish Groups
 - Links to regional and national work
 - Giving neonatal care a voice
 - Sharing information about the network and national neonatal drivers widely
 - Insight into clinical pathways
 - Support NCCR implementation
 - Engaging with clinical colleagues
 - Supporting educational events
 - Flexible and interesting with wider opportunities to develop

[More Network Lead Nurse Information on next page](#) 

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Network Lead Nurse continued..

- How to get in to it.....
 - Good length of experience in neonatal services
 - Variety of roles
 - Be involved in local QI work
 - Get involved with the network to understand what it does and expand experience
 - Take interest in national influences on neonatal and maternity care
- Essential courses....
 - Masters degree
- Other courses/CPD that may help
 - [Leadership](#)
 - Quality improvement

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Network Deputy Director/Senior Lead Nurse

- About the role.....

Not all network structures are the same but in the North West we utilise the Senior Lead Nurse role as a deputy for the Network Director and as line manager to the expanding network team. The network has a vast work programme with a wide scope encompassing the work of the Quality Improvement lead nurses, Care Coordinators, Allied Health Professionals and Education team. The senior lead nurse maintains oversight of each team and supports progress with their work programme with direct line management responsibility for the team. The Senior Lead Nurse leads projects and innovations across the region and links to wider strategic regional and national initiatives

If you are interested in the role and would like to see a copy of the job description email

NWNODN@alderhey.nhs.uk

- How to get in to it.....

Extensive neonatal nursing experience across a variety of roles such as education, management and advanced clinical practice support the development of your knowledge and experience. Network/strategic experience is also beneficial. Being involved in national groups and gaining experience beyond the neonatal unit is also required

- Essential courses....

- Masters degree

- Other courses/CPD that may help

- [Leadership](#)

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Network Director

- About the role.....
 - The Network Director provides overall leadership for the Network
- How to get in to it.....
 - The role of Network Director is one which can be undertaken by both clinical and non-clinical staff. This means that the candidate could be nursing, medical, AHP or via a business /management route
- Essential courses....
 - A Master's degree
- Other courses/CPD that may help
 - [Leadership](#)
 - Leading across Organisations

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Quality Roles for Nurses

- Developmental care
- Breastfeeding
- Family support and education
- Emotional and psychological support
- Bereavement support
- Safeguarding children
- Palliative care
- Education and training
- Discharge coordinator
- Infection prevention
- Risk lead

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Developmental Care

- About the role...
 - The neonatal unit can be a stressful environment for preterm and sick infants. Developmental care aims to reduce this stress as much as possible to promote improved neurodevelopmental outcomes. As a link nurse you would be responsible for ensuring stress is minimised as much as possible on the unit you work on
- How to get in to it...

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

[More developmental care info on next page](#) 

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Developmental Care courses

FINE
training

(family and infant neurodevelopmental education)
<https://finetraininguk.com/fine-courses/>

Neonatal
Therapies
in Action

Therapies in action
West Midlands ODN

NBO

(newborn behavioural observations)
<https://www.brazelton.co.uk/courses/nbo/>

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Breastfeeding

- About the role.....

Breastfeeding link nurses offer advice and support to mothers breastfeeding and/or expressing breast milk. The role differs slightly in different trusts/hospitals.

“I cover the bleep for the Infant Feeding Specialist Service (we cover Maternity, Neonates and Paediatrics and also see mum and baby’s as outpatients, who come into the hospital from time to time for breastfeeding support). I’m also a Tongue Tie Practitioner, running triage clinics, the frenulotomy clinic and follow up clinics. I train all the Neonatal Unit staff. Each new starter will get a 1:1 with myself as Induction to the Infant Feeding policy and we will discuss their knowledge and needs. They then attend 2 days of breastfeeding/lactation training that I run within the first 6 months of their start date and then all staff attend their annual Mandatory training for a 1 hour update session. I am involved in auditing for both staff and parents for BFI. I produce policies/SOPs. I attend Breastfeeding Strategy Group Meeting for the department and NWNODN meetings when I can”

Lisa Hobbs (Infant Feeding Coordinator, Royal Bolton Hospital)

[More Breastfeeding information on next page](#) ➔

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Breastfeeding continued..

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

“After being allocated a place on the Unicef BFI course about 12 years ago, I developed an interest and the drive to support mother and babies with lactation and breastfeeding. I spoke to the Unit Manager and time was allocated for this. I went on to do the Deborah Robertson LEAARC Approved Breastfeeding Specialist Course diploma. This course really gave me the specialist knowledge and skills I needed. Once you have the knowledge and skills you then need to speak to the unit managers, look at your unit’s breastfeeding/breast milk feeding rates, compare to other Neonatal Units and discuss the need for improvements and how having a lead on the unit with allocated time can help to achieve improved rates, improved health and provide sustainability of BFI Standards.”

Lisa Hobbs (Infant Feeding Coordinator, Royal Bolton Hospital)

- Essential courses....

- Five-Day Training for Maternity & Health Visiting Infant Feeding Leads

<https://www.unicef.org.uk/babyfriendly/training/courses/five-day-training/>

[More Breastfeeding Information on next page](#) 

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Breastfeeding continued

- Other courses/CPD that may help
 - [Deborah Robertson LEAARC Approved Breastfeeding Specialist Course diploma](#)
 - [Antenatal Beginning Breastfeeding Courses - La Leche League GB](#)
 - [Lactation Course - IBCLC](#)

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Family Support and Education

- About the role.....

Family support workers offer support and guidance to parents and families. They help with financial issues (benefits, car parking, DLA, travel etc) as well as signposting families to community support groups, emotional and psychological support and counselling where needed

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

- Other courses/CPD that may help
 - [Communication](#)
 - [Leadership](#)

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Emotional and Psychological Support

- About the role.....

For many parents of premature or sick babies the psychological impact of having a baby on the neonatal unit takes it toll. Emotional and psychological support practitioners support parents through this very difficult time

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

- Other courses/CPD that may help

- [Communication](#)
- [Leadership](#)

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Bereavement Support and Palliative Care

- About the role.....

Bereavement and palliative care support nurses work in collaboration with the multidisciplinary team to promote the delivery of evidence-based, high quality bereavement and palliative care. They give support and advice to women and families as well as planning and coordinating bereavement or palliative care

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

- Other courses/CPD that may help

[International Children's Palliative Care Network: elearning: Log in to the site \(elearnicpcn.org\)](http://elearnicpcn.org)

(if you can help complete this section or know anyone that can help
please email jenny.lowe@alderhey.nhs.uk)

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Safeguarding Children

- About the role.....

Safeguarding link nurse are key members of the safeguarding multi agency system. The role is to assist the Trust and staff in their duty to protect children, young people and adults at risk from harm and abuse. As the link nurse you also assist staff with their roles and responsibilities in responding to children, young people and adults at risk of harm. Working with the family and multi-disciplinary team by actively participating in discharge planning to safeguard the baby and or vulnerable young person and adult. The link nurse works collaboratively within the Trust, across agencies and with the family to form partnerships and working arrangements that promote safeguarding. The role includes participation in enquires, planning and assessments and to participate in any actions required to safeguard the child or adult in the form of timely referrals to children's social services and specialist support services. In addition the link nurse provides support and advice to clinical staff regarding safeguarding.

- How to get in to it.....

Speak to your manager or senior nurse during appraisal and speak to Head of Safeguarding/ link nurse/ safeguarding . Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

- Essential courses....

- Trust Safeguarding training
- Level 4 safeguarding training for named health professionals <https://learning.nspcc.org.uk>
- Any one of the following:
 - CPD safeguarding in multi-professional practice [Safeguarding in Multi-Professional Practice | Liverpool John Moores University \(ljmu.ac.uk\)](https://www.ljmu.ac.uk/learning-and-development/online-courses/safeguarding-in-multi-professional-practice)
 - Safeguarding -module/MSC/PGCERT/PGDIP [Safeguarding - Module / MSc / PgCert / PgDip - 2023/24 Entry | Birmingham City University \(bcu.ac.uk\)](https://www.bcu.ac.uk/learning-and-development/online-courses/safeguarding-module)
 - Safeguarding children [Safeguarding Children, PGCert – UCLan](https://www.uclan.ac.uk/learning-and-development/online-courses/safeguarding-children)

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Discharge Co-Ordinator

- About the role.....

The discharge coordinator ensures that the infant/s are discharged home as soon as safely possible. They coordinate the assessment, planning, delivery and evaluation of discharge home for babies and their families who are eligible for neonatal transition to community care. By working with families and within the multi-disciplinary team facilitate an effective and timely discharge. The discharge coordinator communicates the needs of the infant/s and their family by coordinating discharge planning with clinical and medical staff, families and relevant community care staff, ensuring that any support required is in place and follow up appointments are coordinated.

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

- Other courses/CPD that may help

Home first, Act now programme – Elfh [Home - elearning for healthcare \(e-lfh.org.uk\)](http://e-lfh.org.uk)

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Infection Prevention

- About the role.....

Infection prevention link nurses work closely with the hospital infection control team to minimise the spread and impact of infections on the neonatal unit. They will undertake environmental audits, education and surveillance

- How to get in to it.....

Speak to your manager or senior nurse during appraisal. Consider undertaking some of the below courses for CPD and to ready yourself for if/when a post becomes available

- Other courses/CPD that may help

- [Communication](#)
- [Leadership](#)
- [RCN IPC Programme | Professional Services | Royal College of Nursing](#)

(if you can help complete this section or know anyone that can help please email jenny.lowe@alderhey.nhs.uk)

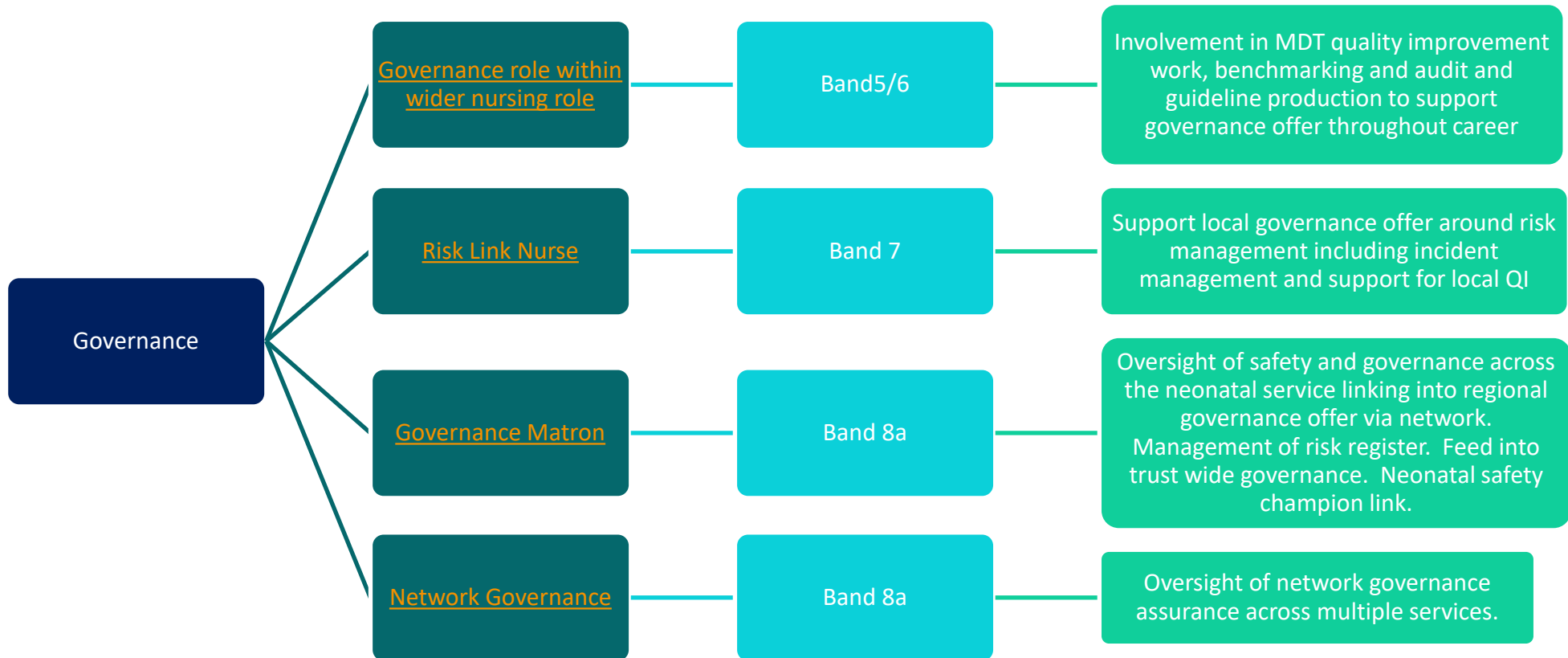
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Governance



Health Education England



Governance role within wider nursing team/Risk Link Nurse

- About the role.....

The role involves a good understanding of patient safety, reducing risk and minimising errors to avoid harm, usually through an incident reporting management system. The role is collaborative linking with co-dependent specialities at divisional safety forums to share and learn from multi-disciplinary incidents affecting neonatal care. This role works closely with neonatal educators to support development and training around patient safety events and supporting high quality care through monitoring and audit such as unit environment, QI projects, patient experience and staff satisfaction.

- How to get in to it.....

Appraisal discussion with appraiser, speak with colleagues within your organisation who are employed in a similar role. Act as a role model, demonstrate an interest in patient safety, improving services through QI, audit, education.

- Other courses/CPD that may help

- Trust RCA training
- Duty of candour training (usually in trust)
- Patient safety training

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Governance Matron

- About the role.....
- How to get in to it.....
- Essential courses....
- Other courses/CPD that may help

(if you can help complete this section or know anyone that can help
please email jenny.lowe@alderhey.nhs.uk)

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Network Governance

- About the role.....

The requirement for this role is a senior neonatal nurse with a focus on wider governance issues for neonatal services within the NW region focussing on 4 main duties, improving access to and egress to and from services at the right time, improve operational consistency, increase productivity and improving neonatal outcomes through focussing on patient safety and working alongside families and staff. There is a requirement to complete reports reflecting the sharing of learning throughout the network. You would work with national bodies such as HSIB, PMRT and MBRRACE implementing and maintaining governance and quality taking effective action addressing any quality issues with stakeholders

- How to get in to it.....

This role requires an education to masters level or equivalent senior experience in engagement and leadership working in collaboration with multidisciplinary teams as well as several years of neonatal governance, managing and learning from clinical incidents identifying themes and disseminating learning; experience of QI and leading and managing change and good knowledge of governance processes

- Other courses/CPD that may help

Unfortunately there are no specific courses for neonatal governance, there are general development courses such as trust level RCA training, patient safety and human factors training, in house complaints management and duty of candour trust online training

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Medical Staff



Health Education England

Medical Students

FY1 & FY2

GP Trainees

Paediatric Trainees

ST1-4

ST5-7

Consultant

International Doctors

Physicians Associates

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Medical Students (undergraduate)

- Most universities offer a family and children module, which include things like:
 - Neonatal ward rounds
 - Baby clinics
 - Postnates
- Some universities do a project in 3rd/4th year which is an 8 week research project in an area of choice. Neonates is always popular

[Introducing paediatrics - information for medical students | RCPCH](#)

[#ChoosePaediatrics programme – YouTube](#)

[Preterm Birth Information for Education Professionals
\(nottingham.ac.uk\)](#)

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Foundation Years 1 & 2 (FY1 & FY2)

- A number of FY2 doctors will cover LNUs as part of a general paediatric placement. The role will mostly be:
 - Newborn checks
 - Attending deliveries
 - Communication with parents
- Useful courses/learning at this stage:
 - Avoiding Term Admissions to Neonatal Units (ATAIN) on the [e-learning for health website](#)
 - NHS Newborn Infant Physical Examination (NIPE) Programme on the [e-learning for health website](#)

[Introducing paediatrics - information for foundation doctors | RCPCH](#)

[Applying for paediatric specialty training at ST1 - guidance | RCPCH](#)

[Preterm Birth Information for Education Professionals \(nottingham.ac.uk\)](#)

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GP Trainees

- A number of GP trainees will cover LNUs as part of a general paediatric placement. The role will mostly be:
 - Newborn checks
 - Attending deliveries
 - Communication with parents
- Useful courses/learning at this stage:
 - Avoiding Term Admissions to Neonatal Units (ATAIN) on the [e-learning for health website](#)
 - NHS Newborn Infant Physical Examination (NIPE) Programme on the [e-learning for health website](#)
 - eLfh Immunisations on Neonatal Units: https://portal.e-afh.org.uk/myElearning/Index?HierarchyId=0_36007&programmeld=36007
 - [Preterm Birth Information for Education Professionals \(nottingham.ac.uk\)](http://pretermbirthinformationforprofessionals.nottingham.ac.uk)
 - <https://learning.rcpch.ac.uk/courses/cleft-palate-examination-in-the-newborn/>
 - <https://learning.rcpch.ac.uk/courses/detecting-ano-rectal-malformations-core/>
 - <https://learning.rcpch.ac.uk/courses/detecting-ano-rectal-malformations-advanced/>

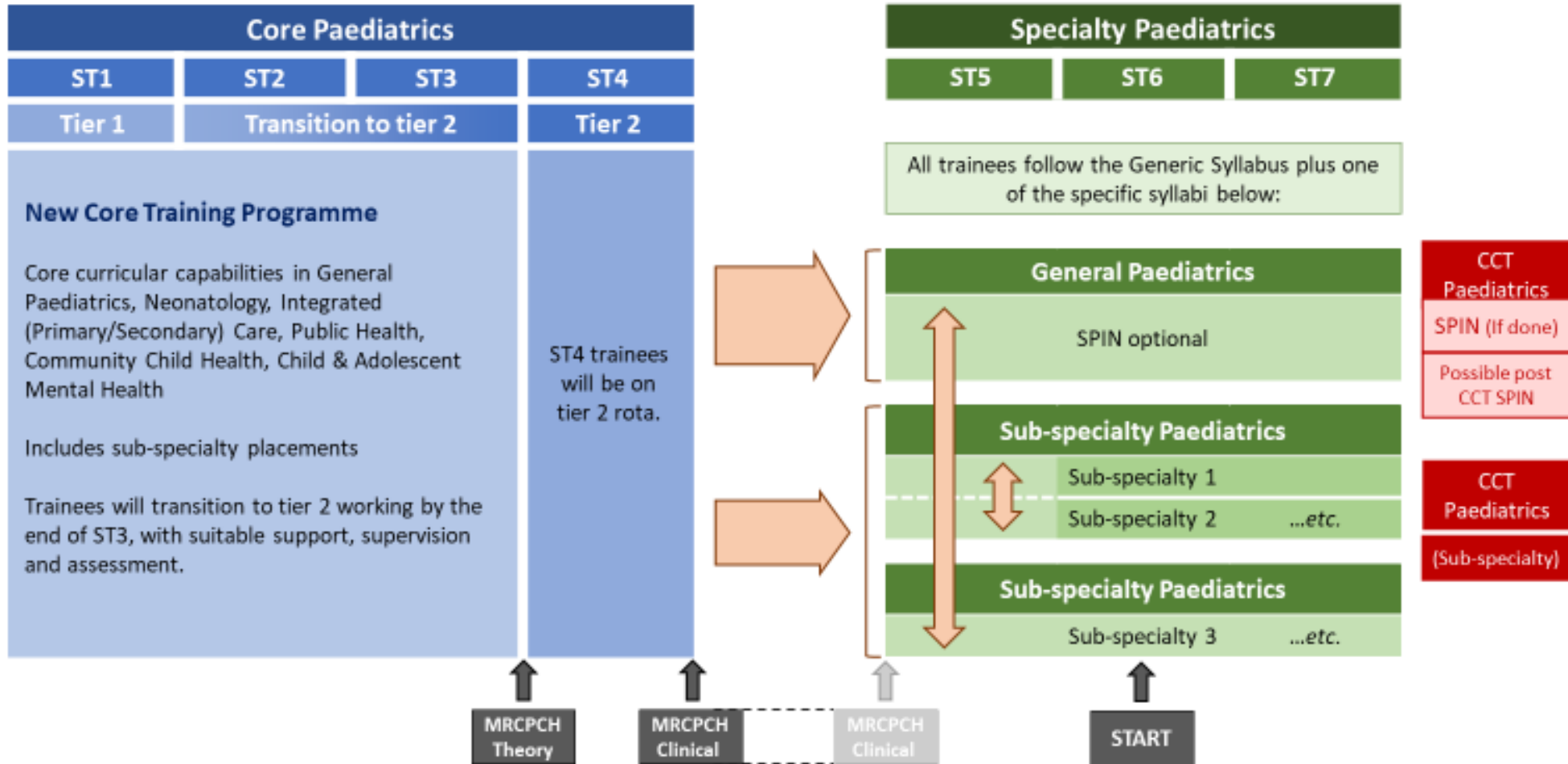
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Paediatric Training



Health Education England



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Core Paediatrics (ST1-ST4)

- May cover LNUs/SCBUs as part of a general paediatric placement
- Will get an NICU rotation at ST2
- If wanting to undertake Neonates as sub-speciality training will need to do NICU at ST4 and applications will occur at this stage (ST4)
- [RCPCH-Progress-Plus-core-syllabus-2023-08.pdf](#)
- [RCPCH-Progress-Plus-curriculum-2023-08.pdf](#)

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Core Paediatrics (ST1-4) continued

Useful courses/learning at this stage:

- NLS (recommended to undertake this prior to NICU placement at ST2)
- Avoiding Term Admissions to Neonatal Units (ATAIN) on the [e-learning for health website](#)
- NHS Newborn Infant Physical Examination (NIPE) Programme on the [e-learning for health website](#)
- [Leadership](#)
- RCPCH COMPASS learning – ePrescribing course
<https://learning.rcpch.ac.uk/contenttag/prescribing/>
- <https://learning.rcpch.ac.uk/courses/cleft-palate-examination-in-the-newborn/>
- <https://learning.rcpch.ac.uk/courses/detecting-ano-rectal-malformations-core/>
- <https://learning.rcpch.ac.uk/courses/detecting-ano-rectal-malformations-advanced/>

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Applying for sub-specialty Neonatal

- Application at ST4 to commence at ST5

[Paediatric sub-specialty training - application guidance | RCPCH](#)

- To apply for Neonatal sub-specialty training you must undertake an NICU placement at ST4 level
- See RCPCH guidance above and there is more information available at [British Association of Perinatal Medicine \(bapm.org\)](#)
- Introduction to AHPs in Neonatal Care: https://portal.e-lfh.org.uk/myElearning/Index?HierarchyId=0_36007&programmeld=36007

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Specialty Paediatrics (ST5-7)

- [General Paediatrics](#)
- [Sub-specialty Paediatrics \(Neonatal\)](#)
- [SPIN \(Specialist Interest Module Neonates\)](#)

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ST5-ST7 (General Paediatrics)

- [General paediatrics - level 3 training | RCPCH](#)
- Will often cover LNUs and SCBUs as part of their general paediatrics
- Learning/courses to consider at this stage:
 - Maintain NLS/APLS status and consider becoming an NLS/APLS instructor

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ST5-ST7 (Sub-speciality)

- [Neonatal medicine - sub-specialty | RCPCH](#)
- Previously known as Neonatal GRID training
- [Sub-specialty-syllabus-neonatal-medicine-v2-2021.pdf \(rcpch.ac.uk\)](#)
- [Neonatal National grid trainee CSAC progression form](#)
- [CSAC guide for Educational Supervisors for Neonatal Grid Trainees v3.pdf \(rcpch.ac.uk\)](#)
- Learning/courses to consider at this stage:
 - Maintain NLS/APLS status and consider becoming an NLS/APLS instructor
 - ARNI
 - See [BAPM](#) and [RCPCH](#)
 - [Leadership](#)

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Specialist Interest (SPIN) module

- Normally applied for at ST6 or can now be applied for post CCT
- [Special Interest \(SPIN\) module application guidance | RCPCH](#)
- [spin_neonates_1.2.pdf \(rcpch.ac.uk\)](#)

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Consultant

- [Neonatalogist](#)
- [General paediatrics](#)

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Neonatal Consultant

- Annual appraisal to identify areas for development
- Essential:
 - NLS provider status is maintained
 - Mandatory for Consultants (and those taking consent for Perinatal post-mortems):
Perinatal Post-Mortem consent: eLfH https://portal.e-lfh.org.uk/myElearning/Index?HierarchyId=0_49299_49301&programmeId=49299#
- Desirable:
 - NLS course instructor
 - NLS course director
- Annual conferences that may be of benefit
 - [Reason Meeting – Annual Neonatal Conference](#)
 - [Meetings and Events | British Association of Perinatal Medicine \(bapm.org\)](#)
 - [Annual International Neonatal Conference - Friday 9th June 2023 - South Tees Conferences and Events](#)
 - [NeoCard – Neonatal Cardiology and Haemodynamics annual conference – see CFS events for more details](#)
 - NW study day – see [education calendar](#) for details

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Neonatal Consultant continued..

- Leadership
- Ensure team engages in Simulation training, De-briefs and communications regarding Risk Management :
e.g. <https://www.edinburghemergencymedicine.com/blog/2018/11/1/stop-5-stop-for-5-minutes-our-bespoke-hot-debrief-model>
- Understanding of Mortality review processes (local review/ PMRT/ HSIB/ CDOP/ EMBRACE)
- Maintain knowledge of relevant national guidelines:
- NICE/ BAPM/ RCPCH

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Paediatric Consultant

- Annual appraisal to identify areas for development
- LNU consultant webinars – see NWNODN [education calendar](#) for more details
- Essential:
 - NLS provider status is maintained
 - Mandatory for Consultants (and those taking consent for Perinatal post-mortems):

Perinatal Post-Mortem consent: eLfH https://portal.e-lfh.org.uk/myElearning/Index?HierarchyId=0_49299_49301&programmeld=49299#

- Desirable:
 - NLS course instructor
- Annual conferences that may be of benefit
 - [Reason Meeting – Annual Neonatal Conference](#)
 - [Meetings and Events | British Association of Perinatal Medicine \(bapm.org\)](#)
 - NW study day – see [education calendar](#) for details

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Paediatric consultant continued..

- Leadership
- Ensure team engages in Simulation training, De-briefs and communications regarding Risk Management :
e.g. <https://www.edinburghemergencymedicine.com/blog/2018/11/1/stop-5-stop-for-5-minutes-our-bespoke-hot-debrief-model>
- Understanding of Mortality review processes (local review/ PMRT/ HSIB/ CDOP/ EMBRACE)
- Maintain knowledge of relevant national guidelines:
- NICE/ BAPM/ RCPCH

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International Doctors

- [Opportunities in the UK for international doctors | RCPCH](#)
 - Includes information on Medical Training Initiative (Paediatrics) MTI(p), International Paediatric Sponsorship Scheme (IPSS), Entry into a UK training programme, including sub-specialty training and working in the UK as a Locally Employed Doctor (LED), SAS Doctor or Consultant and more
- [Certificate of Eligibility for Specialist Registration \(CESR\) | RCPCH](#)
 - The CESR is for doctors who wish to join the GMC (General Medical Council) Specialist Register, and whose specialist training, qualifications or experience was partly or completely acquired outside of an approved CCT (Certificate of Completion of Training) programme. It is equivalent to a CCT and certifies that the recipient has all the competences defined in the CCT curriculum
- [Certificate of Eligibility for Specialist Registration - Combined Programme \(CESR \(CP\)\) | RCPCH](#)
 - Doctors who have previous training from outside a GMC approved programme may combine this training with a UK run-through specialist training programme

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Physicians Associate

What is a physicians associate?

- Healthcare professionals with a generalist medical education who work alongside doctors, physicians, GPs and surgeons to provide medical care as an integral part of the multidisciplinary team

[Physician associate | Health Careers](#)

Entry requirements

- You'll usually need a bioscience-related first degree to get onto one of the training programmes available. Undergraduate integrated Master of Physician Associate Studies programmes are now available and these courses require A-levels or equivalent for entry. Alternatively, if you're a registered healthcare professional such as a nurse, allied health professional or midwife you can also apply to become a physician associate. There is also a level 7 apprenticeship for physician associates. Apprenticeships give you the chance to earn a living while gaining your qualification

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Speech &
language
therapist

Physiotherapist

Pharmacist

Occupational
Therapist

Psychologist

Dietician

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Speech & Language Therapist

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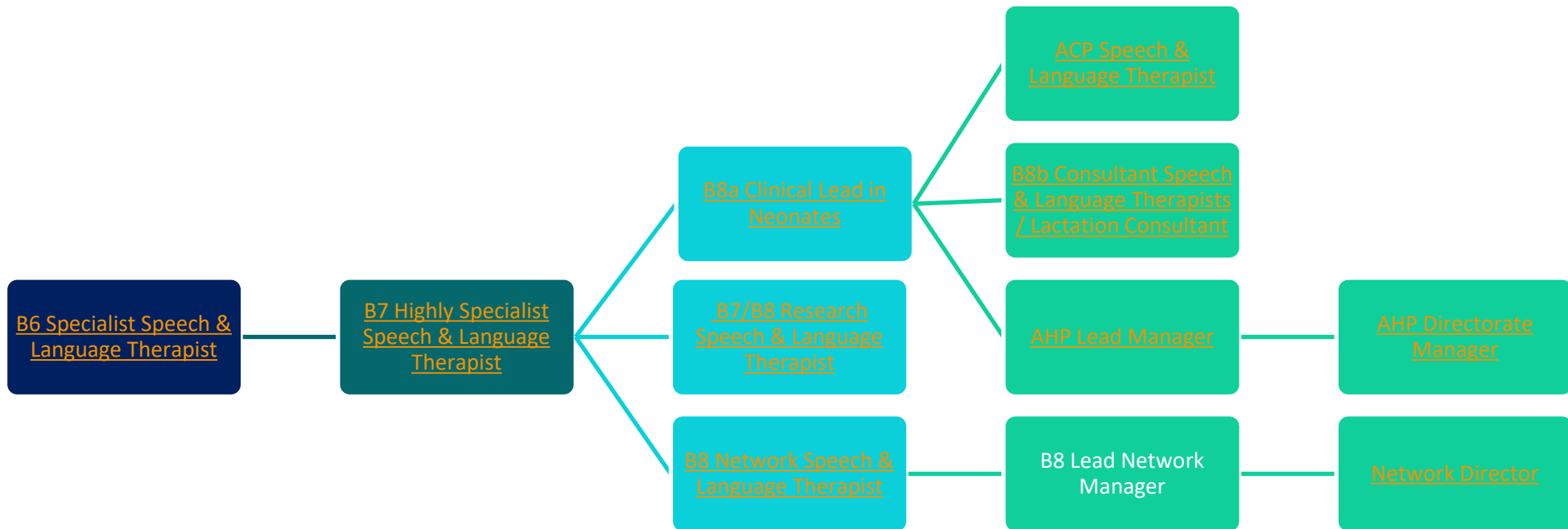
Speech & Language Therapist - Background Requirements

- Degree in Speech Pathology & Therapy
- The Health & Care Professions Council (HPCP)
- Post Graduate Qualification in Feeding & Swallowing e.g. Manchester Post Basic Dysphagia Course, Quest Training Post Registration Paediatric & ALD Dysphagia Course or equivalent
- Completion of NQP Competencies
- Recommendations:
 - A few years of Clinical experience in pre-school feeding & communication acute and/or community setting
 - A few years in Acute adult feeding & swallowing

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Speech & Language Therapist - Roles On Unit/ Career progression

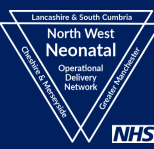
Quality roles for SLT
Courses for SLT



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Health Education England



B6 Specialist Speech & Language Therapist

- Secured funded sessions on Unit/in-reach service provided
- Works with Senior Neonatal SALT supervision
- Preceptorship model
- Unit Induction
- HEE foundation Modules –
 - Generic AHP module
 - SLT Foundation A
 - SLT Foundation B
 - Completed workbook & signed off competency framework by Senior SLT in Neonates within unit
- RCSLT 'Hot Topics' Study Days (annually) approx £40

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B7 Highly Specialist Speech & Language Therapist

- Embedded funded sessions within unit
- Independent SALT on Level 2 Unit
- Works under supervision/skill mix within level 3 unit
- HEE Enhanced Modules (Available July 2023)
 - Completed workbook & signed off competency framework by Senior SLT in Neonates within unit
- RCSLT 'Hot Topics' Study Days (annually) approx £40
- Active member of RCSLT CEN within working task/finish groups
- Active member within ODN - peer supervision, task/finish group within profession specific group

[Back to SLT career pathway](#)

B8 Clinical Lead in Neonates

- Embedded funded sessions within unit
- Leads team of SALT's within unit
- HEE Enhanced Modules (Available July 2023)
 - Completed workbook & signed off competency framework by Senior SLT in Neonates within unit
- RCSLT 'Hot Topics' Study Days (annually) approx £40
- Involved in/Lead QI projects within unit & wider unit research
- Further leadership qualifications
- Active member of RCSLT CEN leading a working group
- Active member within ODN workstreams in collaboration of SALT Network Lead

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B8b Consultant Speech & Language Therapist/Lactation Consultant

- Embedded funded sessions within unit
- HEE Enhanced Modules (Available July 2023)
 - Completed workbook & signed off competency framework by Senior SLT in Neonates within unit
- RCSLT 'Hot Topics' Study Days (annually) approx £40
- Lactation Course - IBCLC
- Involved in/Lead QI projects within unit & wider unit research
- Further leadership qualifications
- Evidence of publications
- Active member of RCSLT CEN leading a working group
- RCSLT Advisor

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B7/B8 Research Speech & Language Therapist

- Funded research time within job role
- HEE Enhanced Modules (Available July 2023)
 - Completed workbook & signed off competency framework by Senior SLT in Neonates within unit
- RCSLT 'Hot Topics' Study Days (annually) approx £40
- Active member of RCSLT CEN within working task/finish groups
- Active links with ODN SALT Network Lead

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B8 Network Speech & Language Therapist

- HEE Enhanced Modules (Available July 2023)
 - Completed workbook & signed off competency framework by Senior SLT in Neonates within unit
- RCSLT 'Hot Topics' Study Days (annually) approx £40
- Involved in/Lead QI projects within unit & wider unit research
- Active Lead for profession specific work plan
- Active Lead for wider AHP team on joint work plan
- Further leadership qualifications
- Active member of RCSLT CEN leading a working group
- Evidence of involvement in projects at a National strategic Level eg BAPM toolkit
- Evidence of publications

ACP Speech & Language Therapist

- Embedded funded sessions within unit
- HEE Enhanced Modules (Available July 2023)
 - Completed workbook & signed off competency framework by Senior SLT in Neonates within unit
- RCSLT 'Hot Topics' Study Days (annually) approx £40
- Completion of RCPCH ACP in neonates
- Lactation Course - IBCLC
- Involved in/Lead QI projects within unit & wider unit research
- Further leadership qualifications
- Active member RCSLT CEN leading a working group
- RCSLT Advisor

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AHP Lead Manager

(if you can help complete this section or know anyone
that can help

please email jenny.lowe@alderhey.nhs.uk)

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AHP Directorate Manager

(if you can help complete this section or know anyone
that can help

please email jenny.lowe@alderhey.nhs.uk)

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Quality roles for SLT's (taken from Nursing list)

- [Developmental Care/FiCare](#)
- [Breast Feeding](#)
- Feeding team
- [Education & training](#)
- [Family support & Education](#)
- [Discharge coordinator](#)

- Thoughts regarding wider role of AHP's in unit – if appropriately funded AHP's could lead in various areas – this is already modelled at Imperial as e.g.
- [Leadership](#) Roles as ref Nurses pathway

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SLT - Other Courses

- [Lactation Course - IBCLC](#)
- [FINE 1&2](#)
- [Sensory Babies](#)
- [Cervical Auscultation/FEES](#)
- [Wolf & Glass](#)
- [SOFFI](#)
- [Brazelton NBAS](#)
- [Brazelton NBO](#)
- [NIDCAP](#)
- [NOMAS](#)
- [Pados – online modules](#) (see email)

RCSLT : [Home | RCSLT](#)

X2 levels of Neonatal Competencies

- Specialist SALT
- Consultant SALT

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Dietician

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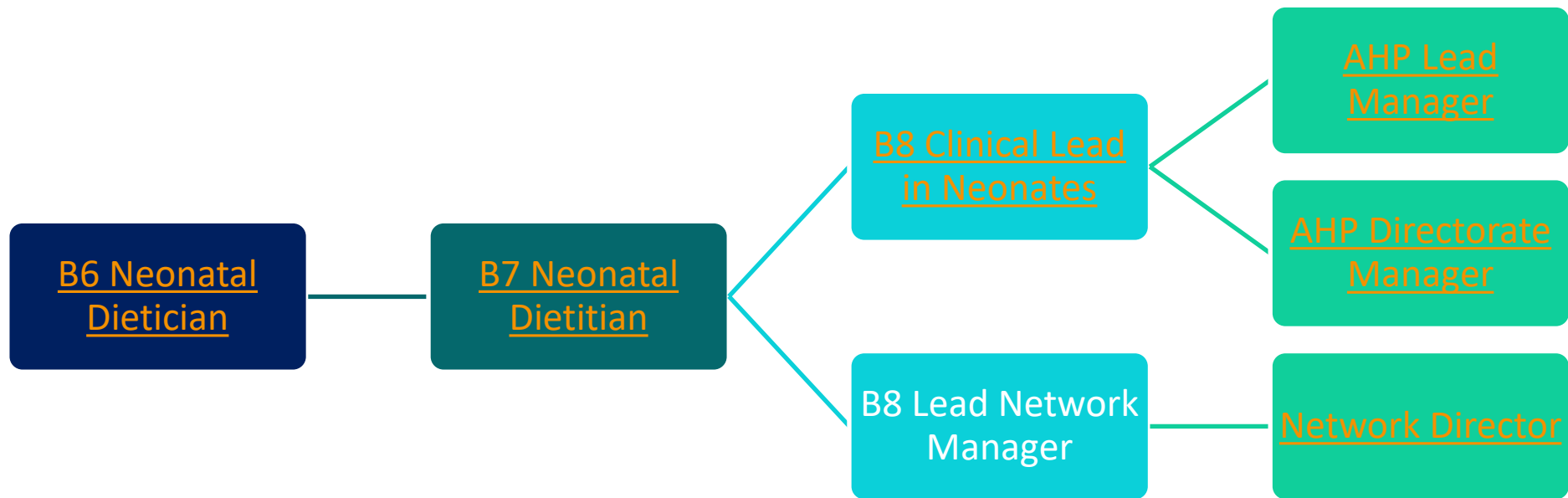
[Next](#)

Background Requirements

- Degree in Nutrition and Dietetics
- Experience in acute paediatric dietetics, minimum 2 years
- BDA Masters Module 2 (desirable)

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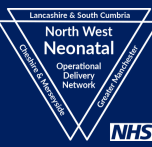
Dietician Career progression



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Health Education England



Band 6 Dietician

- **B6 Dietitian**
- Secured funded sessions on Unit
- Preceptorship model (ref nursing preceptorship)?
- Unit Induction
- HEE foundation Modules – (free) - <https://www.e-lfh.org.uk/>
- Generic AHP module –
 - Introduction to AHPs in neonatal care
- DT Foundation A
 - Neonatal dietetics foundation level: Part 1
- DT Foundation B
 - Neonatal dietetics foundation level: Part 2

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DT on Unit

- Become a member of:
 - NW Neonatal dietitian interest group
 - Neonatal dietitian interest group (BDA Paediatric subgroup) - discussion forum, regular updates
- NDiG Competencies for Neonatal Dietitians
- NDiG – education sessions 2-3/year
- NDiG Community of Practice – monthly
- BDA Masters Module 5 – neonatal nutrition
- N3 Neonatal Nutrition Network – 2 full day study sessions per year

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B7 Neonatal Dietitian

- NDiG Competencies for Neonatal Dietitians met
- BDA Masters Module 5 – neonatal nutrition
- NW Neonatal dietitian interest group active member
- Neonatal dietitian interest group NDiG (BDA Paediatric subgroup) active member
- NDiG Community of Practice – monthly
- NDiG – education sessions
- N3 Neonatal Nutrition Network – education sessions

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Quality roles for DT's (taken from Nursing list)

- Developmental Care/FiCare
- Breast Feeding
- Feeding team
- Education & training
- Family support & Education
- Discharge coordinator

- Thoughts regarding wider role of AHP's in unit – if appropriately funded AHP's could lead in various areas – this is already modelled at Imperial as e.g.
- Leadership Roles as ref Nurses pathway

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Occupational Therapist

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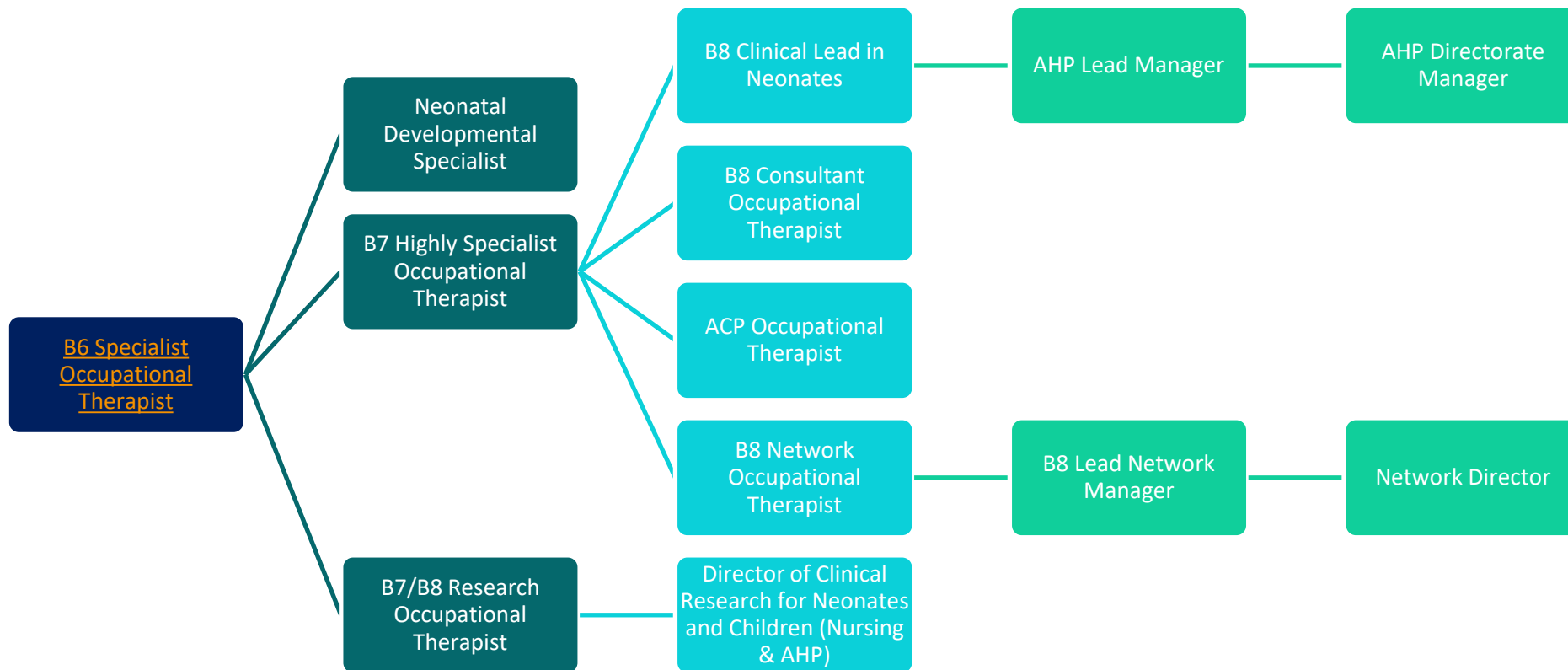
Background Requirements

- Degree in Occupational Therapy
- Specialist-level clinical skills and knowledge for management of complex paediatric conditions and neurodevelopment, delivering child and family-centred care in the acute hospital setting or community setting
- HCPC registration

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Occupational Therapist Career progression

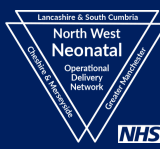
Quality roles for OT
Courses for OT



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Health Education England



B6 Specialist Occupational Therapist

- Secured funded sessions on Unit
- Preceptorship model (ref nursing preceptorship)?
- Unit Induction
- HEE foundation Modules – (free)
 - Generic AHP module
 - OT Foundation
 - Completed workbook & signed off competency framework by Senior Occupational Therapist in Neonates within unit
 - HEE Enhanced Offer – Due March 2023
 - Royal college of OT Neonatal Specialist Section Group

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Neonatal Developmental Specialist

- To ensure a high quality, effective and efficient developmental-care service to infants on the neonatal unit, within allocated resources. To use highly specialist developmental-care knowledge and skills to manage own complex caseload, as an autonomous practitioner. To carry out an audit / project on the benefits of developmental care in the NICU environment.
- Post graduate training and experience of working with neonates and developmental care
- Specialist knowledge and application of assessments and interventions used in neonates

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B7 Highly Specialist Occupational Therapist

- To ensure a high quality, effective and efficient occupational therapy service to infants on the neonatal unit, within allocated resources. To use highly specialist knowledge and skills to manage own complex caseload, as an autonomous practitioner. To carry out an audit / project on the benefits of developmental care in the NICU environment.
- Relevant postgraduate Occupational Therapy NHS clinical experience, preferably inclusive of neonatal care
- Knowledge and experience of a range of assessment and interventions/approaches in neonatal and paediatric care.
- Knowledge of child development, common neonatal and paediatric conditions and in-depth knowledge of developmental disabilities and factors influencing early infant development
- Experience in developing the OT's role.
- Proven experience in a wide range of clinical areas, and working with children of a variety of ages from 0-19
- Managerial experience.

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B8 Consultant Occupational Therapist

- Evidence of extensive experience in specialist area including work experience in a neonatal unit
- Knowledge of developmental care models and core skills e.g. family centred care, humane neonatal care initiative, skin to skin care, Baby Friendly Initiative for breast feeding, individualised developmental care.
- Highly developed specialist knowledge of patient group with knowledge of foetal and newborn development and developmental disabilities
- Evidence of collaboration/active participation in research, clinical evaluation and audit.
- Evidence of continuing professional development

- Accredited Fieldwork educator or equivalent teaching experience.
- Evidence of post graduate education in relevant areas.
- Has achieved or is working towards Masters degree or showing capacity to work at Masters degree level

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ACP Occupational Therapist

- Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by a master's level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of core capabilities and area specific clinical competence.
- Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experience and improve outcomes.”
- MSc Advanced Clinical Practice courses

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B8 Network Occupational Therapist

- The neonatal network OT works closely with the network team to facilitate the delivery of a service to all neonatal units within the network that supports equitable access to and provision of highly complex, OT specific knowledge and skills to new born preterm and term infants and their families.
- Provide expert and advanced clinical skills, knowledge, and advice on OT care and management of neonates across the network; providing peer supervision and acting as a clinical expert and non-clinical resource for OT-specific information for colleagues
- Lead the development, delivery and implementation of OT specific network-wide projects and input OT specific knowledge to network task and finish groups
- Post registration neonatal training and CPD
- Proven experience of leading and implementing service developments

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B7/B8 Research Occupational Therapist

- To ensure a high quality, effective and efficient occupational therapy service to infants on the neonatal unit, within allocated resources. To use highly specialist knowledge and skills to manage own complex caseload, as an autonomous practitioner. To carry out research activity (impletation of studfy requirements under supervision of research lead).
- Relevant postgraduate Occupational Therapy NHS clinical experience, preferably inclusive of neonatal care
- Knowledge and experience of a range of assessment and interventions/approaches in neonatal and paediatric care.
- Knowledge of child development, common neonatal and paediatric conditions and in-depth knowledge of developmental disabilities and factors influencing early infant development
- Experience in developing the OT's role.
- Proven experience in a wide range of clinical areas, and working with children of a variety of ages from 0-19
- Managerial experience.

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Director of Clinical Research for Neonates and Children (Nursing & AHP)

- Direct and oversee the clinical research function of an organisation. Develops research studies and creates standards and guidelines for clinical research services.
- Requires post-graduate training in health-related research, including formal education in research methodologies and analysis.
- Established national/international reputation in research
- Experience at a senior leadership level including strategic development
- Demonstrable knowledge and understanding of the key issues concerning clinical and research governance
- A detailed understanding of the research funding environment in the UK and beyond.
- Awareness of evolving research policy and funding landscape.
- An established track record of personal achievement in a portfolio of clinical and/or translational research
- Senior authorship of influential publications
- Leading, and developing successful major bids for competitively-awarded research funding.
- Experience of overseeing substantial budgets and resources.
- Participation in successful Patient and Public Involvement and Engagement (PPIE) activities.

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Quality roles for OT's (taken from Nursing list)

- Developmental Care/FiCare
- Emotional and psychological support
- Education & training
- Family support & Education
- Discharge coordinator
- Palliative care
- Risk lead

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Other Courses

- [Family and Infant Neurodevelopmental Education | FINE Training](#)
- [Sensory Beginnings](#)
- [NBAS](#)
- [NBO](#)
- [Neonatal Touch & Massage Certification®](#)
- [HAI - Hand assessment of infants](#)
- [EI SMART](#)
- PrechtI- [General Movements Trust - The PrechtI General Movement Assessment \(general-movements-trust.info\)](#)
- Kangaroo Care Your Demo Course (thinkific.com)
- [NIDCAP](#)
- Core measures series - [Become a Trauma Informed Professional with Caring Essentials Collaborative](#)
- TEDEI – [CPD | TEDEI | Newcastle University - Study With Us - Newcastle University \(ncl.ac.uk\)](#)
- Baby Bobath - www.bobath.org.uk
- HEE - Small wonders

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Physiotherapist

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Physio - Background Requirements

- Degree in Physiotherapy
- Experience in acute paediatrics, minimum 2 years
- HCPC - Physiotherapist Registration

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New Physio on Unit

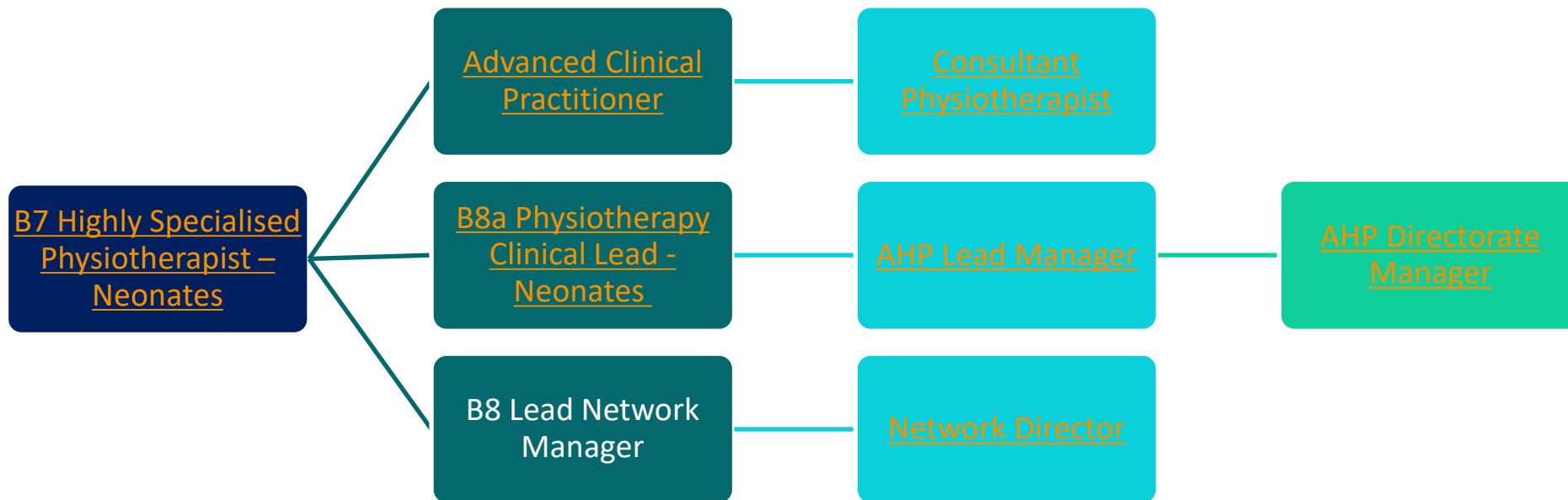
- Unit Induction - including appropriate unit specific mandatory training
- Become a member of:
 - NW Neonatal ODN Acute Neonatal Physiotherapy Peer Support Group
 - Association of Paediatric Chartered Physiotherapist (Recommended)
- Complete HEE eLearning- Introduction to AHPs in Neonatal Care
- Complete HEE eLearning - Introduction to the role of the neonatal Physiotherapist
- Complete HEE eLearning - Neurological assessment of the neonate
- Attend the APCP Neonatal Foundation Course - Advanced Courses from 2023

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Physio - Roles On Unit/ Career progression

Quality roles for physio

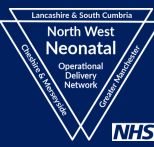
Courses for physio



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Health Education England



B7 Highly Specialised Physiotherapist – Neonates

- A lead of an neonatal specific funded service
- Become an active lead member of:
 - NW Neonatal ODN Acute Neonatal Physiotherapy Peer Support Group
 - Association of Paediatric Chartered Physiotherapist (Membership - Recommended)
- Must have attend the APCP Neonatal Face to Face Foundation Course – with the HEE eLearning pre-course requirements
- From Summer 2023 To complete HEE eLearning Enhanced level Neonatal Physiotherapy modules
- Evidence of attendance on recommended Neonatal Specific Ax and intervention courses

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Advanced Clinical Practitioner

- Requires designated Unit Funding
- Completion of RCPCH ACP in neonates
- Involved in/Lead QI projects within unit & wider unit research
- Further leadership qualifications
- HEE Enhanced Neonatal Physion Modules (from Summer 2023)
- Involved in/Lead QI projects within unit & wider unit research
- Further leadership qualifications

https://www.csp.org.uk/system/files/documents/2019-08/FINAL%20ACP%20guidance%20update%20050819_0.pdf

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Consultant Physiotherapist

- Consultant physiotherapists demonstrate the four pillars of practice at the highest level, and have substantial experience, leadership and influence at a system-wide level.
- Embedded funded post within unit and into follow-up
- HEE Enhanced Modules (Available July 2023)
- Masters and PHD Level of work with Evidence of publications
- Involved in/Lead QI projects within unit & wider unit research

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B8a Physiotherapy Clinical Lead - Neonates

- An active lead member of:
 - NW Neonatal ODN Acute Neonatal Physiotherapy Peer Support Group
 - Association of Paediatric Chartered Physiotherapist (Membership - Recommended)
- From Summer 2023 To complete HEE eLearning Enhanced level Neonatal Physiotherapy modules
- Evidence of clinical expertise in the management of neonatal inpatients and follow-up
- Working at Masters level of Study

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Quality roles (taken from Nursing list)

- [Developmental Care/FiCare](#)
- [Education & training](#)
- [Family support & Education](#)
- [Discharge coordinator](#)

- Thoughts regarding wider role of AHP's in unit – if appropriately funded AHP's could lead in various areas – this is already modelled at Imperial as e.g.
- Leadership Roles as ref Nurses pathway

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Physio - Other Courses

- Prechtl General Movement Assessment (Basic)
- Prechtl General Movement Assessment (Advanced)
- Lacy Assessment of Preterm Infants (LAPI)
- [Family and Infant Neurodevelopmental Education \(FINE\) Level 1&2](#)
- [Newborn Individualised Developmental Care and Assessment Program \(NIDCAP\)](#)
- [Brazelton Newborn Behavioural Observations \(NBO\)](#)
- [Brazelton Neonatal Behaviour Assessment Scales \(NBAS\)](#)
- [EI Smart](#)
- [Sensory Beginnings](#)
- Training in Detection in Early Intervention (TEDI)
- Early intervention and assessment course (Bobath infant course)
- Alberta Infant Motor Scale (AIMS)
- Bayley Scale of Infant and Toddler Development (Bayley)
- CHOP intend
- Hammersmith Infant Neurological Examinations Training
- Carrying Matters Peer Supporter Course for HCPs
- [Neonatal touch and massage \(NTMC\)](#)
- Infant massage - International Association of Infant Massage (IAIM)

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Clinical Psychologist

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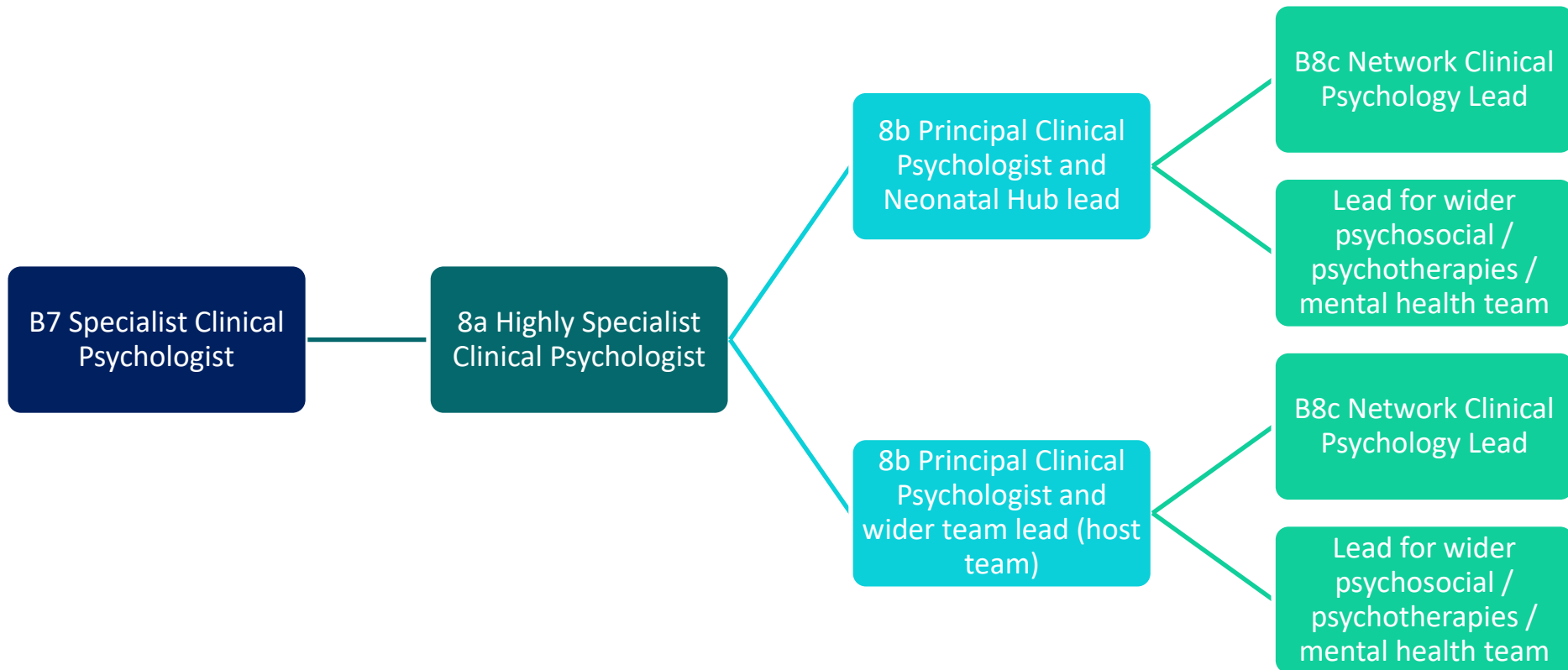
Clinical psychologist - Background Requirements

- Undergraduate degree in Psychology and Doctoral training in Clinical Psychology (DClinPsy)
- Registration with the HCPC
- Recommended:
 - Training or post-qualification experience in a related area, e.g.:
 - Perinatal mental health
 - Infant-parent mental health
 - Paediatric psychology
 - Health psychology

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Clinical Psychologist Neonatal Career Progression

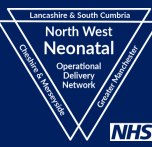
Psychology courses



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Health Education England



B7 Clinical Psychologist on Unit

- Part of the psychological / psychosocial provision on a unit rather than a lone practitioner
- Local/unit Induction
- Clinical supervision as a requirement of HCPC registration and a primary means of developing skills and competency. At least 1 hour per week.
- HEE Perinatal and Infant Mental Health Module (published March 2023)
- Completion of clinical psychology supervisor training within first 2 years (delivered by local doctoral programme)
- Additional CPD will depend on prior experience – may include
 - Infant mental health or perinatal mental health
 - Paediatric/ critical care training

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B8a Highly Specialist Clinical Psychologist

- May be the sole practitioner or a member of a wider psychosocial team
- May be responsible for supervision of assistant / trainee / B7 clinical psychologists and other psychosocial practitioners

- Local/unit Induction
- Clinical supervision as a requirement of HCPC registration and a primary means of developing skills and competency. At least 1 hour per fortnight.
- HEE Perinatal and Infant Mental Health Module (published March 2023)
- Completion of clinical psychology supervisor training (delivered by local doctoral programme) if not already completed
- Additional CPD will depend on prior experience – may include
 - Infant mental health or perinatal mental health
 - Paediatric/ critical care training

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8b Principal Clinical Psychologist and Neonatal Hub lead

- Lead for a group of 'hub and spoke' of neonatal units
- Responsible for supervision of assistant / trainee / qualified clinical psychologists and other psychosocial practitioners
- Oversight of clinical practice, education, data collection etc

- Local/unit Induction
- Clinical supervision as a requirement of HCPC registration and a primary means of developing skills and competency. At least 1 hour per month.
- HEE Perinatal and Infant Mental Health Module (published March 2023)
- Leadership training
- Additional CPD will depend on prior experience – may include
 - Infant mental health or perinatal mental health
 - Paediatric/ critical care training

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8b Principal Clinical Psychologist and wider team lead (host team)

- Clinician in neonatal care alongside leadership role in host team (paediatric, parent-infant etc)
- Responsible for supervision of assistant / trainee / qualified clinical psychologists and other psychosocial practitioners
- Oversight of clinical practice, education, data collection etc in host team
- Local/unit Induction
- Clinical supervision as a requirement of HCPC registration and a primary means of developing skills and competency. At least 1 hour per month.
- HEE Perinatal and Infant Mental Health Module (published March 2023)
- Leadership training
- Additional CPD will depend on prior experience

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B8c Consultant Clinical Psychologist & Network Psychology Lead

- Strategic role with a responsibility for developing psychological practice across an ODN region
- May be responsible for supervision of assistant / trainee / qualified clinical psychologists
- Oversight of psychologically informed environments, clinical practice, education, data collection etc across the region
- Local/unit Induction
- Clinical supervision as a requirement of HCPC registration and a primary means of developing skills and competency. At least 1 hour per month.
- Leadership training
- Additional CPD will depend on prior experience

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B8c/d Lead for wider psychosocial / psychotherapies / mental health team

- Strategic role with a responsibility for service development, delivery and reporting
- May be responsible for supervision of assistant / trainee / qualified clinical psychologists and other practitioners
- Oversight of clinical practice, education, data collection etc across the service

- Local/unit Induction
- Clinical supervision as a requirement of HCPC registration and a primary means of developing skills and competency. At least 1 hour per month.
- Leadership training
- Additional CPD will depend on prior experience

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Clinical Psychologist - Other relevant courses

- Webinar on careers in neonatal psychological professions: <https://vimeo.com/781754441>
- [HEE Perinatal and Infant Mental Health Modules \(due March 2023\)](#)
- HEE Neonatal Psychological Practice Modules (due Autumn 2023)
- [Brazelton NBAS](#)
- [Brazelton NBO High Risk Infants](#)
- [Video Interaction Guidance \(VIG\)](#)
- [Watch, Wait and Wonder \(WWW\)](#)
- Online infant mental health training e.g. <https://parentinfantfoundation.org.uk/wp-content/uploads/2020/07/Online-Infant-Mental-Health-Training-Resources-for-Professionals-FINAL.pdf>
- [Compassion Focused Therapy \(CFT\)](#)
- [A specific trauma focused therapy such as EMDR](#)
- [Sensory Beginnings](#)
- [Circle of Security](#)

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Pharmacist

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Pharmacy - Career Pathway



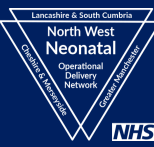
[NPPG staffing standards](#)

[Courses for pharmacists](#)

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Health Education England



NPPG staffing standards

Neonatal Pharmacy Staffing Standards – NPPG

These include information on the roles of a neonatal pharmacist and also have a section on qualifications and competencies. Some of this work such as the RPS Advanced Practice Framework specialist curricula is likely to be more developed over the next few years. There is an APF core curricula, but different specialist curricula need to be developed.



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Pre-Qualification

- Four-year MPharm Master's degree from an [accredited university](#).
- To register with the regulator, the General Pharmaceutical Council (GPhC), they need to complete one year's practical training placement as a Foundation Trainee pharmacist and pass the registration exam
- Royal Pharmaceutical Society [Pharmacist Development | Student, Pre-Reg & Practice | RPS \(rpharms.com\)](#) has information on pharmacist development

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Band 6 Pharmacist (Post-Registration Foundation Pharmacist)

- Once qualified and decide to work in hospital practice, the majority of pharmacists will enter as a Band 6 pharmacist (Post registration foundation pharmacist). Most Band 6 pharmacists will undertake a clinical diploma as a 2 year course, with many of the hospital posts being 'rotational' posts so that they spend time in different specialities in their Trust. There may well be a Neonatal/Paediatric rotation as part of this
- Post-Registration Foundation Pharmacist Curriculum – underpinned by [RPS-0121 Foundation Pharmacy Framework-AW.indd \(rpharms.com\)](#)

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Band 7 Pharmacist

- This could be in a specific area such as neonates and paediatrics. But generally for NICU they would be working alongside a more experience advanced pharmacist. They could also start to map themselves against some of the RPS advanced practice framework
- <https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Frameworks/RPS%20Advanced%20Pharmacy%20Framework.pdf>

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Band 8a/b Pharmacist

- A pharmacist here would be demonstrating significantly more advanced practice skills in a specialist area and could map themselves against the RPS Advanced practice framework [Core Advanced Pharmacist Curriculum \(rpharms.com\)](https://www.rpharms.com)

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Consultant Pharmacist

- Further progression would be to work at a Consultant Pharmacist level which requires demonstration of competency against the Consultant Pharmacist curricula [Credentialing & Consultant Pharmacists | RPS \(rpharms.com\)](#)

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Training courses for Pharmacists

With regards to training courses for neonatal pharmacist, there is currently no specific course or national requirement to complete a programme of education in this area. Resources that can help include

- Membership of NPPG, where training events will be available to help provide support
- Paediatric SCRIPT: neonates, which supports health care professionals involved with prescribing and medicines management [Paediatric | Safe Prescriber](#)
- Elfh: Antenatal and Newborn screening [HEE elfh Hub \(e-
lfh.org.uk\)](#)

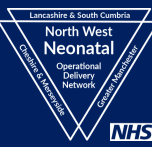
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Courses

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Health Education England



Courses

- Care certificate
- NWNODN Non-Registered (Clinical Support Worker) Programme
- Special Care Therapies in Action
- Foundation in Neonates (FiN)
- NWNODN IV Study Day
- HEI Module (QIS)
- Neonatal Therapies in Action
- Transitional Care Programme
- Newborn Examination (NIPE)

Care Certificate

Often facilitated/delivered by your individual trust Learning and Development/Education department

The Care Certificate is an identified set of standards that health and care professionals adhere to in their daily working life. Designed with the non-regulated workforce in mind, the Care Certificate gives everyone the confidence that health and care professionals have the same introductory skills, knowledge and behaviours to provide compassionate, safe and high-quality care and support in their own particular workplace setting.

The Care Certificate consists of 15 standards that require both theoretical study and practical application within the learner's place of work. All elements of the standards must be completed and assessed before certificates are awarded.

<https://www.hee.nhs.uk/our-work/care-certificate>

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NWNODN Non-Registered (Clinical Support Worker) Programme

- Aimed at Band 2 to 4 staff and Nursing Associates
- 3 study days (plus additional 2 days for Nursing Associates) plus a competency book to complete

More information

<https://www.neonatalnetwork.co.uk/nwnodn/wp-content/uploads/2021/11/Non-Registered-Clinical-Workforce.docx>

- Applications to NWNODN@alderhey.nhs.uk

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Special Care Therapies in Action

- Run by the West Midlands Neonatal ODN
- 2 day course focusing on developmental care, in particular feeding and nutrition and handling and development
- Aimed at
 - Non-registered workforce
- Runs once a year (June/July)
- 2 days (virtual)
- Cost = £25 for one day or £35 for both
- Contact bwc.wmnodn@nhs.net for more information

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Foundation in Neonates (FiN)

- Aimed at all newly qualified nurses and nurses new to neonates
- Covers a very wide range of neonatal conditions and topics
- 6 month programme including study days, clinical placement and a competency book
- 3 courses per year (January, April and October)
- For more information
<https://www.neonatalnetwork.co.uk/nwnodn/neonatal-induction/>
- To book staff on contact NWNODN@alderhey.nhs.uk

NWNODN IV Study Day

- Most Neonatal Units will run their own IV study day but if not the NWNODN education team can run one either for your own unit or for a locality
- For more information <https://www.neonatalnetwork.co.uk/nwnodn/wp-content/uploads/2021/11/IV-Study-Day.docx>
- Applications NWNODN@alderhey.nhs.uk

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HEI Module

- In the North West the 2nd stage of obtaining your QIS is run at one of 3 universities

University of
Salford

Liverpool John
Moore's
University

University of
Manchester

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Neonatal Therapies in Action

- Run by the West Midlands Neonatal ODN
- Aimed at
 - foundation level nurses
 - also suitable for AHPs, non-registered staff, nursing associates and medics
- sample programme - <http://swmnodn.org.uk/wp-content/uploads/2020/11/Therapies-in-Action-Foundation-Level-Jan-March-2021.pdf>)
- Runs twice a year (October-December and January-March)
- 10x 1 hr sessions (virtual)
- Cost = £26
- Contact Denise Jeffs for more information d.jeffs@nhs.net

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Transitional Care Programme

- Created by the East of England ODN
- This programme provides health care professionals with the fundamental knowledge and skills to care for infants and their families in transitional or special care environments
- Aimed at all health professionals working in transitional or special care environments
- Cost = £200
- 2 cohorts per year – February and September (online)

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Deborah Robertson LEAARC Approved Breastfeeding Specialist Course diploma

- 12 study days, one per month
- 12 pieces of substantial and time-consuming graded homework, one each month, linked to the study day.
- Details of session topics (other page) and homework tasks (below)
- Catch up days are available for any student who missed part of the course in subsequent year(s)
- Course approval by Lactation Education Accreditation and Approval Review Committee (LEAARC). www.breastfeedingspecialist.com
- Cost = £1620 (£135 per day)

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Newborn Infant Physical Examination (NIPE)

- This course will equip you with the knowledge, skills and expertise to competently undertake the examination of the newborn.

- Liverpool John Moores

[Examination of the Newborn | CPD | Liverpool John Moores University \(ljmu.ac.uk\)](#)

- University of Manchester

[Newborn Infant Physical Examination \(NIPE\) - course unit details - BSc Nursing Practice \(CPD\) - full details \(2023 entry\) \(manchester.ac.uk\)](#)

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Reach Communication Courses

Our Courses - Reach Communication Skills Training

The course is designed for professionals working in any area of healthcare which involves having difficult conversations with patient and families. The course content is tailored to meet client need. The courses are underpinned by evidenced based understanding of the need to rehearse communication skills and gain feedback

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Lactation Course - IBCLC

<https://iblce.org/>

- **What is IBLCE?**

IBLCE®, or the International Board of Lactation Consultant Examiners®, is the independent international certification body conferring the International Board Certified Lactation Consultant® (IBCLC®) credential

- **What is an IBCLC**

International Board Certified Lactation Consultants function and contribute as members of the maternal-child health team. They provide care in a variety of settings, while making appropriate referrals to other health professionals and community support resources. Working together with mothers, families, policymakers and society, IBCLC certificant provide expert breastfeeding and lactation care, promote changes that support breastfeeding and help reduce the risks of not breastfeeding

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FINE 1 & 2

<https://www.finetraininguk.com/fine-courses/>

- FINE 1 - FOUNDATION TOOLKIT FOR FAMILY CENTRED DEVELOPMENTAL CARE

This multidisciplinary course introduces the scientific evidence, theory and practical implications of infant and family centred developmental care (IFCDC).

- FINE 2 - PRACTICAL SKILLS FOR FAMILY CENTRED DEVELOPMENTAL CARE

Practical Skills follows the FINE 1 Foundation Course, bridging the gap between theory and practice in infant and family centred developmental care (IFCDC).

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Sensory Beginnings

<https://sensorybeginnings.com/sensory-courses/>

SENSORY BEGINNINGS MASTER COURSE

Delivered in-person and online, you'll learn everything you need to know to analyse behaviours through a sensory lens. You'll be able to connect sensory systems, neurobiology and infant development and use this knowledge to support parents with their baby's sleeping, eating, postural control, play and regulation.

- This course is for you if you want to:
- learn how sensory processing impacts baby development
- use this knowledge to relate sensory development to regulation, relationships, communication, postural skills, exploration, praxis, play, sleep and eating
- develop the skills to create nurturing sensory environments that support infant and parent interactions
- access a documented framework and clinical reasoning tool to share your knowledge and guide your practice
- have a deeper connection and love for your role.
- As a bonus, you'll also get access to our monthly mentoring sessions.

[Continued on next slide](#)

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Sensory Beginnings

<https://sensorybeginnings.com/sensory-courses/>

NEONATAL NURTURE COURSE

This online-only course gives neonatal multi-disciplinary teams a solid understanding of sensory processing, designed to complement Family Integrated Care, Trauma-Informed Care and Development Care models.

This course is for you if you want:

- a deeper understanding of sensory processing in early human development
- to improve your knowledge of neurobiology, sensory development and stress in neonatal care
- to enhance your early intervention or neonatal practice
- to support neuroprotective, family centred care
- to understand how to tweak the sensory environment to influence behaviour
- access to high-quality, evidence-based education
- monthly support to discuss clinical questions and improve and reflect on in your practice.

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Cervical Auscultation/FEES

<https://www.thespeechtherapypractice.com/training/courses/cervical-auscultation/>

- Practical skills based course teaching the use of cervical auscultation as a screening tool for dysphagia in adult and paediatric patients

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Wolf and Glass

Wolf & Glass run courses at different times with different hosts throughout the year – if you google Wolf & Glass in the future you will find their course information

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SOFFI

- [SOFFI® Overview - Feeding FUNdamentals](#)

SOFFI® is an integrated approach to supporting oral feeding in preterm infants and in infants struggling to eat for any reason, both in the NICU and in the Early Intervention setting. The training is offered in a variety of ways. SOFFI® provides the practitioner with evidence-based information regarding feeding development as well as assessment and intervention strategies.

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NBAS – Neonatal Behavioural Assessment Scale

<https://www.brazelton.co.uk/courses/nbas/>

NBAS Course

2 day online training course

Learn administration and scoring of the NBAS through presentations, interactive exercises and video demonstrations. We will give you thorough teaching and support to guide you to becoming confident and ready to use the NBAS tool and provide support in the practice phase following the course and certification (from <https://www.brazelton.co.uk/courses/nbas/>)

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NBO

NBO Certification Course – Brazelton Centre UK

2 day online course that covers the background and content of the NBO through presentations, interactive exercises and video demonstrations

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NIDCAP

NIDCAP – NIDCAP

- A caregiving approach that focusses on each infant's unique behavioral communications and adapts care and the caregiving environment
- A program whose mission is to support expert medical and nursing care with a focus on mutual respect, caring, nurturance of and collaboration with infants and families and among healthcare professionals
- A model that gives the infant a voice and an active role, together with the family, in the care they receive

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NOMAS

- [NOMAS International - About NOMAS® Training](#)
- A three-day training course that provides a background in infant anatomy and physiology as it relates to neonatal sucking. The course describes the jaw and tongue movements that occur during normal reflexive nutritive sucking and explains how to make a differential diagnosis between disorganized and dysfunctional sucking based on the 28 characteristics of the Neonatal Oral-Motor Assessment Scale (NOMAS®). This course also outlines similarities and differences between breast and bottle feeding and discusses the sensory characteristics of the infant with an “altered sensory system.” Treatment techniques for both the disorganized and dysfunctional feeder are outlined.

All participants are required to participate in a bedside practicum in the intensive care nursery where they will learn to diagnose the suck pattern of several infants during the first two minutes of a routine feeding. Once the Reliability Test is passed the participant will receive Certification as well as a non-exclusive copyright license to use the material.

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Pados

- [General 1 — Infant Feeding Care](#)
- Courses on parent reported assessment of feeding in infants and children and Data-informed selection of bottle and nipple/teat systems for infants

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Neonatal Touch & Massage Certification

[Get Certified | Neonatal Touch and Massage Certification \(neonatalcertification.com\)](https://neonatalcertification.com)

- Neonatal Touch & Massage Certification® (NTMC) is an exclusively neonatal, advanced, one-of-a-kind certification for neonatal healthcare providers. NTMC™ combines a holistic, neonatal and systems theory approach to massage, with an emphasis on families and nurturing opportunities, while elevating the standard of care that neonatal caregivers provide in their daily practice.
- The Certification has been developed with a 3-fold purpose: to help NICU babies, families, and staff. It's all about maximizing positive long-term development of the infant and giving families the opportunity and tools to bond with their infant.
- NTMC includes both On-Line Education and Hands-On Training along with over 25 contact hours, professional credentials, and expertise in Neuroprotective, Family-Centered, Developmental Care.

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HAI – Hand Assessment of Infants

[HAI – Handfast \(ahanetwork.se\)](http://ahanetwork.se)

- Hand Assessment for Infants (HAI) is a hand function assessment for infants at risk of cerebral palsy in the ages 3 to 12 months. The HAI intends to measure the degree and quality of goal directed actions performed with each hand separately as well as with both hands together.

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EI SMART – early intervention & assessment course

Events – EISMart

- This course, which runs twice a year, provides a comprehensive overview of assessment and early intervention from birth to 12 months encompassing the Ei SMART approach. This course provides essential training for physiotherapists, occupational therapists and speech and language therapists working with high-risk infants in the NICU and in the community during the first year of life. The emphasis is on early intervention therapists working together with parents to provide the most evidence based and effective interventions possible.

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HEE Perinatal and Infant Mental Health Module

- <https://portal.e-lfh.org.uk/>
- Free for all NHS staff
- Available from March 2023

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Video Interaction Guidance (VIG)

- Video Interaction Guidance (VIG) is a therapeutic intervention that helps parents to tune into their baby's communication and builds their confidence as a parent and the security of the parent-infant relationship. The model is used in lots of different settings but is being used increasingly in a neonatal context too. For more information see

<https://www.videointeractionguidance.net/>

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Watch, Wait and Wonder (WWW)

- Watch, Wait and Wonder (WWW) is a psychotherapy intervention which helps parents to build on their relationship with their infant. For more information, see

<https://www.oxpip.org.uk/short-course/watch-wait-and-wonder-introduction-2>

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Online Infant Mental Health Training

- <https://parentinfantfoundation.org.uk/wp-content/uploads/2020/07/Online-Infant-Mental-Health-Training-Resources-for-Professionals-FINAL.pdf>

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Compassion Focussed Therapy (CFT)

- Compassion Focused Therapy (CFT) is a psychological intervention that was developed in a wider adult population but is increasingly used in perinatal and neonatal settings and with staff teams. You can read more about the model here:

<https://www.compassionatemind.co.uk>

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Specific Trauma Focused Therapy

- A specific trauma focused therapy such as EMDR. EMDR (Eye Movement Desensitisation and Reprocessing) is designed to re-process traumatic memories and reduce some of the distress associated with these. You can read more here: <https://www.emdria.org/about-emdr-therapy/>

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Circle of Security

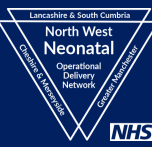
- Circle of Security is a model of parent-infant relationships that supports parents to get to know their baby's needs and to understand what they bring to the relationship. It can be delivered as a group intervention but the tools and principles are often also used on a 1:1 basis. You can read more about the model here:

<https://www.circleofsecurityinternational.com> and this video also gives an overview of the concepts behind the model: <https://youtu.be/1wpz8m0BFM8>

Leadership



Health Education England



Leadership

NHS
Leadership
academy

NHS
Leadership
Learning Hub

Florence
Nightingale
Foundation

RCN
Leadership

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More leadership →

Leadership

NHS Leadership Programmes

Edward Jenner
(all neonatal staff)

Mary Seacole
(first time leaders)

Rosalind Franklin
(mid-level leaders)

Elizabeth Garrett
Anderson
(middle-senior leaders –
leads to MSc)

Nye Bevan
(senior leaders
moving to board
level)

Stepping Up
(for BAME
colleagues)

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[More leadership](#) →

Leadership – Learning Hub

- (<https://www.leadershipacademy.nhs.uk/learning-page/>). The NHS Leadership academy also has a learning hub page where there is more information about leadership and management including:
 - bitesize learning (<https://people.nhs.uk/all-bitesize/>),
 - career development resources such as coaching and mentoring (<https://www.leadershipacademy.nhs.uk/career-development/>)
 - a range of resources to help you be a resilient leader (<https://people.nhs.uk/executivesuite/>)

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[More leadership](#)



Edward Jenner Programme

- **Want to get ready for your first leadership or management role? The Edward Jenner programme will build your foundation-level leadership skills.**
- 25 hours over 20 weeks for both levels. Online with interactive discussions
- Cost = Free
- **[Find out more about the Edward Jenner programme](#)**

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Mary Seacole Programme

- **If you're in your first leadership role, the Mary Seacole programme will develop your knowledge and skills in leadership and management.**
- 100 hours of online learning plus three behavioural workshops.
- Cost = £995
- **[Find out more about the Mary Seacole programme](#)**

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Rosalind Franklin

- **For mid-level leaders aspiring to lead large and complex programmes, departments, services or systems.**
- 120 hours of online learning, four days of workshops and small group work.
- Cost = £1200
- **[Find out more about the Rosalind Franklin programme](#)**

Elizabeth Garrett Anderson Programme

- For middle to senior leaders, this programme will help you challenge the status quo, drive lasting change and prepare for senior roles.
- 24-month programme, leads to MSc in Healthcare Leadership
- Cost = £6000
- [Find out more about the Elizabeth Garrett Anderson programme](#)

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Nye Bevan Programme

- **If you're a senior leader who wants to move into a board role, the Nye Bevan programme will help you develop the skills attitudes and behaviours you need to succeed.**
- 12-month programme. Online learning, residential workshop and self-managed learning sets.
- Cost = £4500
- **[Find out more about the Nye Bevan programme](#)**

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Stepping Up Programme

- **For Black, Asian and minority ethnic (BAME) colleagues, Stepping Up will help you develop your leadership and management.**
- 5-month programme. Face to face, online and workplace-based learning.
- Cost = free if completed (£1500 if withdraw from programme before completion)
- **[Find out more about the Stepping Up programme](#)**

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RCN Leadership

<https://www.rcn.org.uk/professional-development/professional-services/leadership-programmes>

Developing Leadership Programme

- The Developing Leadership Programme is designed to help you be an effective role model and bring about positive changes whilst promoting a team approach that is inclusive, vibrant and supported by continuous learning
- Aimed at Nursing staff Band 5 and above
- 2 days
- Cost = £315 plus VAT for programmes delivered from one of the RCN regional offices (price per delegate) OR £4,725 plus VAT for programmes delivered in your organisation (for a cohort of 15)

<https://www.rcn.org.uk/professional-development/professional-services/leadership-programmes/developing-leadership-programme>

System Leadership Programme

- This two day programme explores how you lead yourself and others to achieve collaborative influence and impact in the changing system of health and social care
- This programme is suitable for all health care professionals working at Level 8 or equivalent
- Cost = £899 plus VAT per delegate

<https://www.rcn.org.uk/professional-development/professional-services/leadership-programmes/system-leadership-programme>

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Florence Nightingale Foundation

- <https://florence-nightingale-foundation.org.uk/>
- Offers a range of free and paid leadership study days and programmes
- For free days see <https://www.eventbrite.co.uk/o/florence-nightingale-foundation-30068210372>

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[More leadership](#)



NW Leadership Academy

- The NHS North West Leadership Academy (NHS NWLA) empowers people in the North West to secure better health, care and wellbeing outcomes through leadership.
- They offer a wide range of leadership course and study days

<https://www.nwacademy.nhs.uk/whats-on>

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