



Adult Critical Care Clinical Nurse Educator Best Practice Guidelines 2024

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Introduction

In the context of ever-increasing demands on the NHS, education and training are increasingly important due to the inextricable links between securing a future workforce, retaining our current workforce across clinical practice and research roles, and maximising productivity of the current workforce through education and training to optimise capability and confidence at every level. Delivering our future workforce is ultimately dependent on a sustainable and high-quality educator workforce to support education and training, both in practice and in academic settings (NHSE, 2023)

Adult Critical Care Clinical Nurse Educators have an essential role to play in ensuring that the Adult Critical Care nursing workforce has the knowledge and skills required to provide high quality nursing care to Adult Critical Care patients. These guidelines aim to support Adult Critical Care Clinical Nurse Educators in their role and guide their development.

This document acknowledges that there are differences in the terminology used to describe the Nurse Educator role within Adult Critical Care and how Adult Critical Care clinical nurse education is organised across the UK and therefore aims to offer some standardisation and clarity.

Glossary of Terms

Considering the differences in the terminology used to describe Registered Nurses involved the clinical education of Adult Critical Care Nurses a glossary of terms has been created. These terms mirror those in use in the United Kingdom Critical Care Nursing Alliance (UKCCNA) Critical Care Nursing Workforce Optimisation Plan (UKCCNA, 2024). (See appendix one).

Clinical Educator Support	<p>A Registered Nurse with a post registration qualification in Critical Care who is responsible for co-ordinating the education and development of Critical Care Nurses.</p> <p>A Clinical Educator Support Nurse will develop the theoretical knowledge and clinical skills of staff in Critical Care, using multiple methods, for example; planned teaching sessions, coaching and supervision at the bed side for clinical skills development</p>
Clinical Educator/Practice Development Nurse	<p>A Registered Nurse with a post registration qualification in Critical Care who may lead a team of Clinical Educator Support Nurses to provide education and development opportunities for Critical Care Nurses.</p> <p>There is an acknowledgment that this role and the Clinical Educator Support role may be combined in some Critical Care units</p>
Lecturer Practitioner	<p>A registered nurse with a post registration qualification in Critical Care employed jointly by a Higher Education Institute and NHS Trust to provide specialist Critical Care education to nurses on post-registration Critical Care programmes</p>
Lead Clinical Educator	<p>A Registered Nurse with a post registration qualification in Critical Care who leads a team of Clinical Educator Support Nurses and Education and Practice Development Nurses to provide education and development opportunities to Critical Care Nurses. They will be leading bigger teams of educators across several hospital sites, be in possession of a Master's degree in healthcare education (or working towards) and may be involved in policy and strategic development.</p> <p>This role may not exist in all organisations.</p>

Critical Care Clinical Educator Teams

The Guidelines for the Provision of Intensive Care Services (GPICS) and the Adult Critical Care Service Specification require each Critical Care unit to have a supernumerary clinical nurse educator (1 Whole Time Equivalent (WTE)) per approximately 75 members of staff (FICM/ICS, 2022; NHSE, 2022). However, the UKCCNA Workforce Optimisation Plan and Staffing Standards document suggests that each Critical Care unit must have a

supernumerary clinical nurse educator (1 WTE) per 50 members of staff (UKCCNA, 2024), so critical care units should aim to move the ratio of supernumerary Nurse Educator to Critical Care Nurse from 1:75 to 1:50.

Therefore, larger Critical Care units may have a team of Clinical Educator Support Nurses led by a Clinical Educator/Practice Development Nurse while smaller units may have one member of staff undertaking all roles.

Requirements of Nurses working in Education roles within Critical Care

- Completion of Steps 1, 2, and 3 competencies or equivalent.
- Possession of a post registration qualification in Critical Care nursing
- Possession of (or working towards) a post-graduate qualification in education
- Clinical Educators leading teams should be in possession of or working towards completion of step 4 competencies or equivalent and hold a post graduate certificate in education (CC3N, 2023)

Key skills of a Clinical Nurse Educator

- Demonstrates engagement with:
 - Different learning and teaching styles
 - Classroom behaviour management
 - Curriculum development, design and authentic assessment
 - Management and supporting learners in difficulty
 - Ensuring diversity and inclusion during learning activities
 - Providing feedback to learners
 - Supporting learners with specific learning needs

- The use of high and low fidelity simulation-based learning and debrief
- The use of technology enhanced learning
- Learning and evaluation
- Multi-disciplinary learning and teaching
- Quality improvement and research within Critical Care
- Introduction of new technologies, equipment, policies and guidelines.
- Maintain clinical expertise

Adult Critical Care Clinical Nurse Educators will require the following opportunities to develop within their role

- Attendance at Critical Care Network's Clinical Educator forums (or equivalent) where available
- Critical Care Clinical Nurse Educators would benefit from:
 - Developing working relationships within their organisations to facilitate sharing of ideas
 - Developing links with regional education networks, e.g. simulation networks where available
 - Developing links with local Higher Education Institutes
- Undertake training on coaching, human factors and simulation

Adult Critical Care Clinical Nurse Educators will require the following support

(This list is a minimum and not exhaustive)

- Peer support should be available for Critical Care Clinical Nurse Educators, this could be sourced from internal systems, Critical Care Networks or national forums

- Funding and time to support ongoing education in order to remain current in Critical Care
- Leadership programmes should be available for Clinical Educators if this is appropriate for the level of their role

Succession Planning

- There should be opportunities within organisations for 'future educators' to be encouraged within the educator role.
 - Opportunities might include active learner mentorship, bedside teaching and opportunities to teach sessions within study days
 - Facilitate educator role secondment opportunities

References

Critical Care Networks National Nurse Leads (CC3N) (2023) National Standards for Adult Critical Care Nurse Education V: 3. Retrieved from: [education_standards_final.pdf \(cc3n.org.uk\)](#) (Accessed on 17/07/2023)

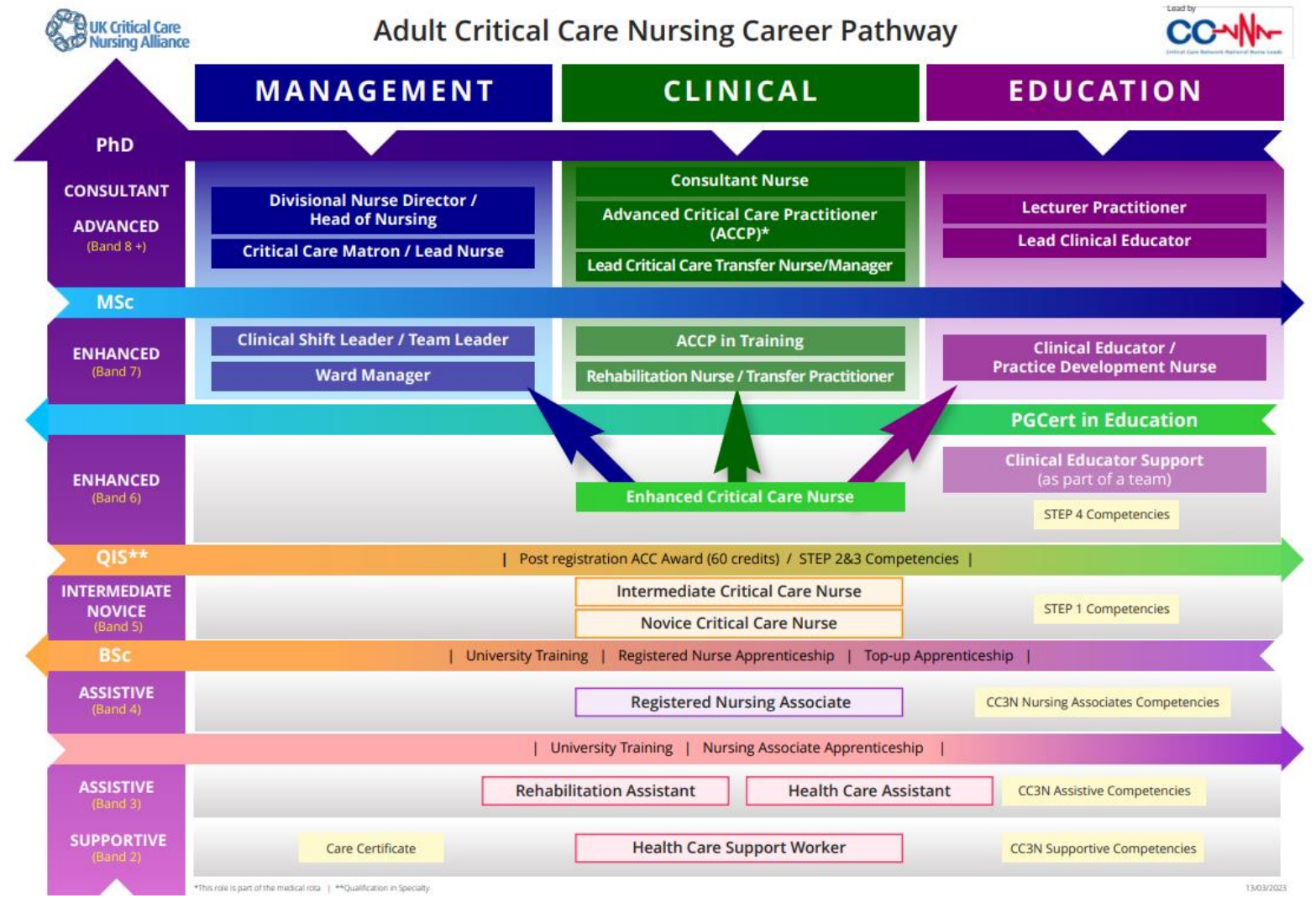
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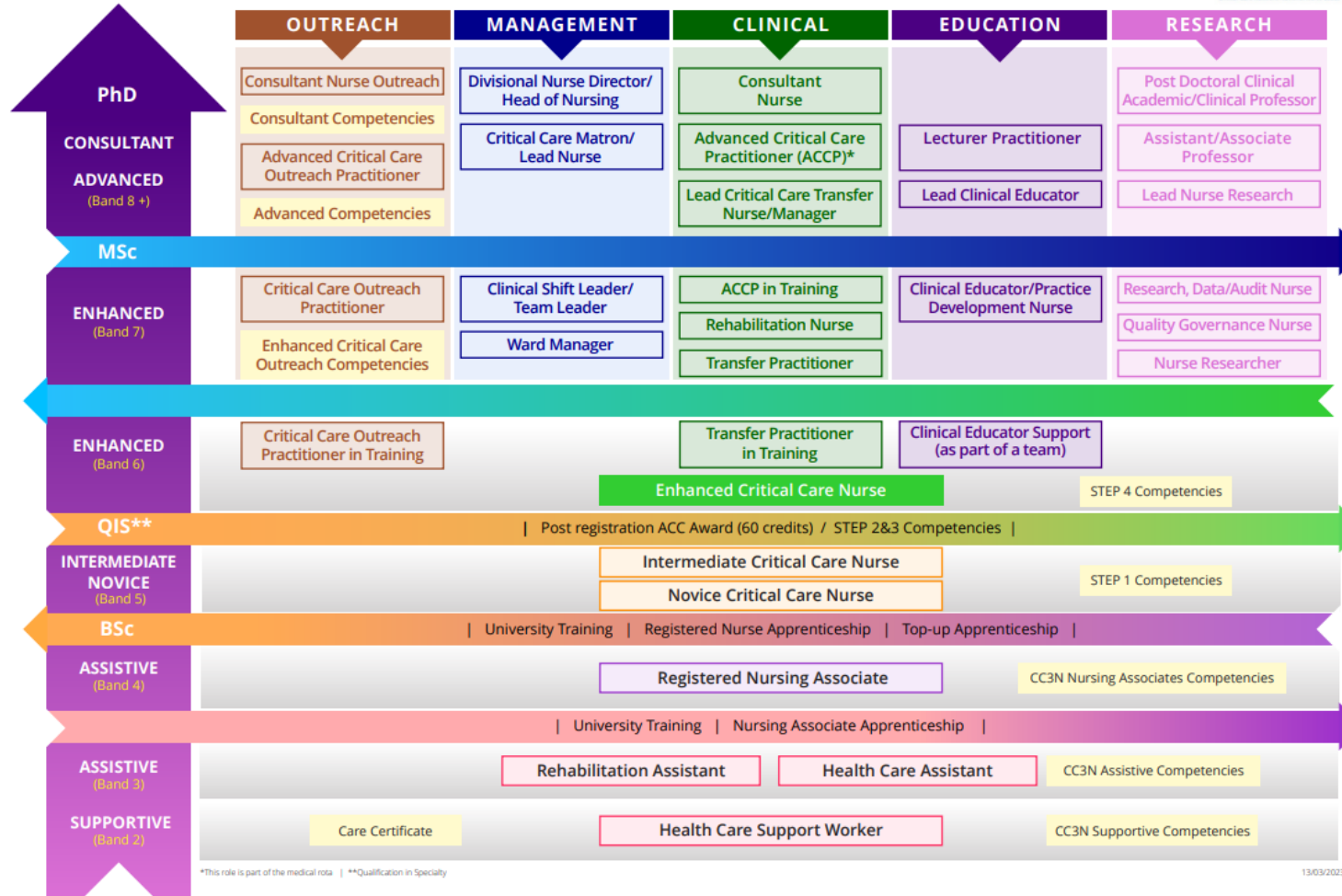
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UKCCNA (2024) Critical Care Nursing Workforce Stabilisation Plan 2024-2027. [UKCCNA Workforce Optimisation Plan 2024-2027 1.pdf \(ficm.ac.uk\)](#)

Appendix One



Extended Adult Critical Care Nursing Career Pathway



Whilst this report is applicable in England, other UK countries are welcome to adopt it as required.



Critical Care National Network Nurse Leads Forum
Website: www.cc3n.org.uk
Contact us: www.cc3n.org.uk/contact-us.html