



West Yorkshire
Critical Care & Major Trauma
Operational Delivery Networks



South Yorkshire
and Bassetlaw
Critical Care Operational Delivery Network

Critical Care Education, Training & Development Strategy

Foreword

The provision of education for all critical care staff is a high priority due to its intrinsic link with the delivery of safe and high-quality patient care. Time and resources to prepare and deliver educational opportunities encouraging professional development requires underpinning by an educational delivery infrastructure for all staff groups to provide high quality, safe and effective care to patients and their families (FICM, ICS, 2022).

Clinical networks combine the experience of clinicians, the input of patients and the organisational vision of NHS staff in supporting and improving the way we deliver care to patients in distinct areas, delivering true integration across primary, secondary and often tertiary care (NHS 2012). NHS Adult Critical Care Networks are part of the structure for ensuring the delivery of high-quality care linking with commissioners and provider organisations.

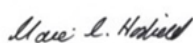
The West Yorkshire Critical Care Network (WYCCN) and the South Yorkshire and Bassetlaw Critical Care Network (SYBCCN) provide impartial advice to both providers and commissioners regarding gaps in education and training provision and compliance with national standards and recommendations. This strategy provides an overview of training and educational requirements, delivery methods, and current position. Areas for improvement have been identified as well as areas of achievement. Educational and training requirements have been highlighted that will meet the current and future demands of the service.

Our Mission

Our mission is to support Adult Critical Care Units within both networks with knowledge, expertise, and practical support for continuous improvement for services; enhancing patient safety; patient experience and work in partnerships (NHSE, 2022), enabling an effective service to be delivered around the needs of the critically ill patient. This is underpinned by National Standards, Guidelines for the Provision of Intensive Care Services (FICM, ICS, 2022) and Adult Critical Care Service Specifications (NHSE, 2022). Trusts, patients, and their families can be assured that the treatment they receive is of the highest quality by empowering multi professional confidence and competence in caring for critically ill patients.

Our Vision

This strategy aims to support Critical Care Units and Trusts within WYCCN and SYBCCN to create a highly trained and motivated workforce that will meet the current and future demands of the service to a high standard. The Critical Care workforce must be supported to provide individualised patient care for their patients as well as providing support and care for their family and friends. This requires robust mechanisms to provide development opportunities and education for the critical care workforce supporting growth and retention.



Claire Horsfield

WY & SYB Network Manager
and Lead nurse



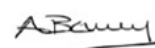
Eve Geldart

WY & SYB Education &
Quality Lead Nurse



Alison Richmond

WYCCN Quality
Improvement Lead Nurse



Andrea Berry

SYBCCN Quality
Improvement Lead Nurse

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Introduction

This 3-year Strategy is fundamental to facilitating and supporting clinical practice by guiding educational provision for the registered nursing workforce, unregistered workforce and Allied Health Professional (AHP) groups at all levels within the Network, underpinned by a lifelong learning and sharing approach. The objective of the strategy is to drive and support equitable critical care education, quality improvement and the development of critical care staff to deliver safe, evidence-based quality patient care.

This strategy is informed by both regional and local need and national guidance including;

- NHSE Adult Critical Care Workforce Plan (NHSE 2023 a)
- CC3N National Standards for Critical Care Nurse Education (2023)
- The Adult Critical Care Service Specification (2022)
- Guidelines for the Provision of Intensive Care Service (GPICS V2 2022)
- Critical Care Professional Development Framework in practice for Allied Healthcare Professionals (2021)

Recruitment and retention of the critical care workforce is fundamental to attaining standards and meeting recommendations to create a highly trained and motivated workforce that will meet the current and future demands of the service to a high standard.

Challenges affecting the achievement of standards have been experienced to varying degrees in each unit and these include:

- Attrition and loss of experience and expertise
- Retention and Recruitment difficulties
- Ageing workforce
- Wellbeing
- Pay variation across regions

The Adult Critical Care Nursing Career Pathway has been created to support the development of a working environment that encourages staff retention and growth. The aim is to slow down the turnover of enhanced nurses, stabilise the service, thereby providing high quality, safe effective patient care (UKCCNA, 2024). The career pathway (Appendix 2) offers clear direction in progression from band 2 to band 8 and beyond, recognising and rewarding experience, knowledge and competence within the speciality of critical care nursing. The network are supportive of the adoption of this framework for the afore mentioned reasons.

The role of the Professional Nurse Advocate (PNA) has been introduced to critical care as a national initiative led by the Chief Nursing Officer for England with the ambition to provide staff wellbeing support which is an important factor in retaining staff in critical care.

Scope

The primary focus of this document is the training and education of the Registered and Non-Registered critical care workforce. It does not include the wider critical care team, however reference is made to the opportunities for critical care AHP and Outreach staff.

How to use this document

This document has been developed to describe the national standards required for education and training for Registered and Non-Registered nursing staff. It also includes network requirements for training and education identified via network peer reviews, and stakeholder feedback gained through the various network forums such as; education, rehabilitation, transfer, senior nurse and benchmarking.

This document describes the current training provision across WYCCN and SYBCCN and a baseline assessment based on NHSE (2023) stocktake data.

By using the self assessment provided, it is expected this will support improvement in critical care training and education, through

- Enabling targeted action plans at network and unit level to improve /maintain compliance with standards
- Provide evidence of gaps and target investment
- Enable progress to be tracked over time

The Networks

The WYCCN and SYBCCN comprise 10 NHS Trusts with a total of 20 critical care units of varying size and speciality. With a total Registered Nurse headcount of 1372 and non-Registered Nurse workforce of 189 respectively.

The development of this workforce is supported by unit clinical educators based on each unit or via a team approach across larger sites.

South Yorkshire & Bassetlaw Critical Care Operational Delivery Network
Barnsley Hospital NHS Trust
Doncaster & Bassetlaw Teaching Hospitals NHS Trust
Rotherham NHS Foundation Trust
Sheffield Teaching Hospitals NHS Foundation Trusts
West Yorkshire Critical Care Operational Delivery Network
Airedale NHS Foundation Trust
Bradford Teaching Hospitals NHS Trust
Calderdale & Huddersfield NHS Foundation Trust
Harrogate & District Foundation Trust
Leeds Teaching Hospitals NHS Trust
Mid Yorkshire Teaching NHS Trust

Training and Education Requirements

The educational requirements of the registered nursing workforce and non-registered workforce have been identified through national standards and recommendations for critical care. Local training and educational requirements have been determined via network forums and training needs analysis at unit level.

Training & education requirements that have been identified are listed below:

Registered Nurse

- Each unit requires a minimum of 50% of nursing staff to have achieved a post-registration award in critical care nursing and each unit should have a training strategy in place to achieve this (ICS/FICM 2022)
- Each unit is required to have a minimum of one WTE clinical nurse educator per 75 staff. (ICS/FICM 2022). The Adult Critical Care Service Specification and CC3N note that 1:75 is a minimum and ideally the ratio should be 1:50 (NHSE, 2022)
- Clinical Nurse Educators should be senior intensive care nurses who have completed Steps 1,2 & 3 competencies and have completed a post-registration intensive care academic programme (ICS/FICM 2022)
- Clinical nurse 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)
- It is recommended that a 12-week supernumerary period is given to all RN new starters in critical care who have no previous experience of the specialty. Step 1 highlights specific competencies that should be completed before finishing the supernumerary period (CC3N 2022)
- Digitisation of the Step Competency Framework for all units to improve digital literacy of staff, release more time for patient care, provide good governance and quality assurance through improved standardisation, national visibility of staff skills data, efficient transfer of competency of staff previously worked in critical care and ease of updating content and environmental sustainability
- A minimum of one Professional Nurse Advocate (PNA) per clinical team is required, and to achieve this, nursing providers should commit to training at least 1 in 20 registered nurses for the PNA role by 2025 (NHSE 2023 b) Effective supervision ratios depend on tasks, standards and responsibilities, varying between different nursing specialties and the appropriate ratios can range from 1:5 to 1:20

Nursing Associate

Nursing Associates within critical care are to be supported by their Line Manager and/or Practice Educator to undertake the critical care core competencies for Nursing Associate's to provide the core generic skills required to safely and professionally care for the critically ill patient in a general critical care unit under the supervision and support of the Registered Nurse.

Healthcare Support Worker

The Health Care Support Worker (HCSW) both bands 2 & 3 are to be supported by their Line Manager and/or Practice Educator to undertake the Critical Care core competencies to provide core generic

skills required to safely and professionally assist in the care of the critically ill patient in a general critical care unit, under the supervision of a registered nurse (CC3N 2022).

Transfer Training

All staff potentially involved in the transport of critically ill patients should have access to educational resources, receive training in transfer medicine and have the opportunity to gain experience in a supernumerary capacity. The use of simulation training focusing on the practical and technical aspects of transfer should be considered by Critical Care Networks and provider trusts (FICM/ICS 2019).

Other Considerations

Additional training needs may be identified e.g. delirium prevention, Emergency Planning and Preparation.

Current Provision of Training & Education

Current delivery methods of training & education provision within West and South Yorkshire and Bassetlaw Adult Critical Care Networks are as follows;

Post Registration Critical Care Award

The South Yorkshire and Bassetlaw Critical Care Education Collaboration in partnership with Sheffield Hallam University, provides a programme of specialist critical care education which provides 60 academic credits delivered over two modules. The course is offered at level 6 as a partial award at degree level or level 7 a postgraduate certificate.

Leeds Teaching Hospitals in collaboration with Manchester Metropolitan University deliver a programme developed by Greater Manchester Critical Care Skills Institute aimed at those working within Critical Care in West Yorkshire and is delivered over two 30 credit modules at level 6 - Awarded Certificate in professional Study in Critical Care or at level 7 - Awarded PG Cert in Critical Care.

Network Nursing Leadership Programme

The West Yorkshire and South Yorkshire and Bassetlaw Critical Care Networks offer two Nursing Leadership Programmes per year. Each unit across both networks are offered two places for staff to attend. It is aimed at Senior Band 5 and Junior Band 6 nursing staff with a focus on developing leadership potential and preparing staff to lead and manage change. The course is facilitated by an external consultant with extensive experience in teaching leadership and management to the broader health care sector. Prior to the course each candidate are required to complete the Myers Briggs Profile. This is an introspective self-report questionnaire indicating different psychological preferences in how people perceive the world and make decisions. The reports are used to help individuals understand how they both made decisions and interacted with others. As part of the programme attendees are required to undertake a change project. This course is currently funded via a combination of historical charitable funds and network budget and ongoing future provision cannot be guaranteed.

Post Graduate Certificate in Education

Funding for clinical nurse educators to access post graduate programmes in education has previously been accessed via individual trust learning and development funds or through regional NHSE workforce transformation teams although this route has not been consistent, and the funding mechanism is no longer available.

Transfer Training

Training courses for critical care transfers are delivered by both networks. The 1 day course is open to nurses, doctors, ACCP's and ODP's working within network Trusts who are expected to undertake critical care transfers as part of their role. This includes presentations and simulation training, focusing on the practical and technical aspects of transfer as well as ethical, human factors and the importance of communication and documentation. Some trusts with West Yorkshire have delivered the course in house to meet the demands of their units.

Digitisation of Steps Competencies

In 2021 the Step Competency Framework was digitised, in collaboration with NHS Elect and hosted by NHS England's Technology Enhanced Learning (TEL) team on their Digital Learning Solutions (DLS) platform. Between August 2022 and March 2023 NHS Elect piloted the digitised Step 1 Competences across 55 UK NHS Trusts, with initial funding from Health Education England (HEE). From April 2023 and March 2024 NHSE TEL funded NHS Elect to digitise and pilot Steps 2 and 3 Competencies and continue to provide support with the Step 1 implementation. The pilots have identified user improvements to enhance its usability and accessibility, releasing more time to care.

Professional Nurse Advocate Training

PNA Programmes at level 7 are provided by Higher Education Institutes around the country. Registered Nurses from critical care units in both networks have accessed these programmes.

To date, funding has been provided by NHS England for nurses to undertake these programmes. We await confirmation from the NHS England Regional Workforce Team for future funding of the PNA programme.

Bespoke Training

Delirium Prevention

An example of targeted training is delirium prevention whereby a single training event was delivered and a variety of resources were developed and disseminated via a 'toolkit' for all units to use as a means to support improvements and increase awareness of delirium prevention and management strategies.

Critically Ill Paediatric Patient in Adult ICU

The Yorkshire & Humber Paediatric Critical Care Network offer a study day as an introduction to Paediatrics for Adult Critical Care Nurses in preparation for any paediatric mutual aid that may be required as per surge plan agreements.

Current Position

The current position in relation to compliance with education standards and recommendations for nursing, nursing associates, AHP's and the unregistered critical care workforce are set out below

Registered Nurse

<u>No.</u>	<u>Standard /Recommendation</u>	<u>West Yorkshire</u>	<u>South Yorkshire</u>
<u>1</u>	Each unit requires a minimum of 50% of nursing staff to have achieved a post-registration award in critical care nursing and each unit should have a training strategy in place to achieve this (ICS/FICM 2022)	1 out of 6 trusts are currently achieving the standard of 50% of nursing staff with a post registration award in critical care with 2 out of 6 trusts granting 100% study leave and 4 out of 6 trusts granting between 27% and 75% study leave for the critical care	6 out of 7 of units are achieving the standard of 50% of nursing staff with a post registration award in critical care with 100% of trusts granting full study leave to attend the critical care course
<u>2</u>	Each unit is required to have a minimum of one WTE clinical nurse educator per 75 staff. (ICS/FICM 2022). The Adult Critical Care Service Specification and CC3N note that 1:75 is a minimum and ideally the ratio should be 1:50 (NHSE, 2022)	4 out of 6 units meet the requirement of 1:75 ratio of WTE clinical nurse educators to staff and 3 out of 6 units meet the ideal ratio of 1:50	5 out of 7 units meet the requirement of 1:75 ratio of WTE clinical nurse educators to staff and 2 out of 7 units meet the ideal ratio of 1:50
<u>3</u>	Clinical nurse educators should be senior intensive care nurses who have completed Steps 1,2 & 3 competencies and have completed a post-registration intensive care academic programme (ICS/FICM 2022).	2 out of 6 trusts have clinical nurse educators in possession of a Post Graduate Certificate in Education. The ACC course is delivered by faculty from Leeds Teaching Hospitals	All lead clinical nurse educators are in possession of a Post Graduate Certificate in Education or Master's in Education. Clinical educators from all units contribute to teaching on the critical care course affiliated with Sheffield Hallam University
<u>4</u>	It is recommended that a 12-week supernumerary period is given to all RN new starters in critical care who have no previous experience of the	2 out of 6 units provide at least 12-week supernumerary period for nurses new to critical care with the remaining 4 units	4 out of 7 units provide at least 12-week supernumerary period for nurses new to critical care with the remaining 3 units

	specialty. Step 1 highlights specific competencies that should be completed before finishing the supernumerary period (CC3N 2022).	granting between 8-10 weeks supernumerary time	granting 6 weeks supernumerary time
5	Use of digital steps platform	All units are using or in the process of moving towards the digital steps competency via the digital learning platform	All units are using or beginning to use the digital steps competencies via the digital learning platform
6	PNA Role	3 out of 6 of trusts in West Yorkshire have 1 or more qualified PNA's on their units with one trust granting some protected time to provide clinical supervision	6 out of 7 of units in South Yorkshire have 1 or more qualified PNA's on their units with 5 of those units granting some protected time to provide clinical supervision

Nursing Associate

Currently there are no Nursing Associates working within critical care in trusts in South Yorkshire & Bassetlaw. 2 trusts within West Yorkshire have Nursing Associates in post within critical care.

The Nursing Associate was introduced in 2017 and is a generic nursing role that bridges the gap between Healthcare Support Workers and Registered Nurses, to deliver hands-on, person-centred care as part of a multidisciplinary team in a range of different health and social care settings (NHS Employers, 2023). Nursing Associates have described their roles as working as the registrant accountable for their patients reporting to the unit nurse in charge (RCN 2024). The Royal College of Nursing supports the development of nursing support staff and recognises the contributions in caring for patients. Role substitution is not approved, whereby Registered Nurses are substituted with nursing support staff. The Registered Nurse role is critical to the delivery of safe and effective care for patients (RCN 2018). Standards of proficiency for Nursing Associates and Registered Nurses are outlined by the NMC.

Non-registered workforce (HCSW)

HCSW's in both West and South Yorkshire and Bassetlaw deliver direct patient care.

4 out of 7 units in South Yorkshire are currently using the National Competency Framework for Health Care Support Workers in Adult Critical Care for Band 2 & 3, designed to provide the core generic skills required to assist in the care of the critically ill patient safely and professionally in a general critical care unit, under the supervision of a registered nurse.

4 out of 7 trusts in West Yorkshire are currently using the National Competency Framework for Health Care Support Workers in Adult Critical Care for Band 2 & 3 (CC3N 2015).

There is a variation across the networks of HCSW education which includes generic trust wide HCSW training, critical care bedside teaching and training days specific to critical care. Some units are

currently in the process of moving to use the National Competency Framework (CC3N 2022). Retention was highlighted as an issue in maintaining HCSW competencies due to frequent redeployment to areas to ease staffing pressures.

Outreach

The Critical Care Outreach Practitioner (CCOP) Framework is a competency-based document to facilitate a structured development and career progression of post registration Health Care Professionals (HCPs) working in critical care outreach or equivalent service. Currently limited data has been collated within West or South Yorkshire and Bassetlaw on the progress and engagement of CCOP framework. One unit in West Yorkshire and two units in South Yorkshire and Bassetlaw are using the national outreach forum (NOrF) competencies with the remainder of units in both networks are using trust or university competencies (NHSE 2023 c). The recently established outreach forum for both networks will review the use of competencies.

Allied Healthcare Professionals

A survey was designed to gain an understanding of the current provision for education for Allied Healthcare Professional staff working in Critical Care throughout West Yorkshire and South Yorkshire and Bassetlaw Networks. The results demonstrated limitations around the confidence, understanding and experience of using the Critical Care Professional Development Framework (CCPDF) in Practice. It was felt that a lack of time was a barrier to using the framework in practice. Currently there is no bespoke critical care education that is available for AHP's. There is a national steering group committee developing a nationally recognised AHP critical care capability framework for 5 professional groups including physiotherapy, occupational therapy, dietician, speech and language therapy and operating department practitioners. The document will build on existing structures to create career development frameworks to allow greater flexibility and provide transparent pathways for AHP's into critical care. The framework is currently out for consultation.

Monitoring

Quality Assurance is monitored via established processes using standards that govern the collection, analysis and reporting of data. Quality assurance methods used by the networks include peer reviews and oversight of a variety of data sources e.g. national annual census

Themes are shared at Network forums to support sharing of good practice and collaboration for improvement. Specific risks to delivery of training required to meet standards will be escalated via respective network boards as per existing governance structures.

The existing extensive network of collaborative relationships supports the delivery of training and education across both networks and are identified below;

- Clinical Advisory Board
- Senior Sisters
- Rehabilitation
- Outreach
- Education
- Pharmacy
- Clinical Leads

- Service Improvement Leads (SILS)
- NEY Benchmarking
- ICB AHP Council link
- Workforce Transformation
- Regional NHSE Nursing and AHP Workforce Team

The audit tool shown in Appendix 1 provides individual trusts / units with a mechanism to establish baseline levels of compliance, develop action plans and monitor their progress. Outcomes can be shared at relevant network forums to tackle common shortfalls and share best practice in line with targets.

Units are encouraged to highlight any risks using their own internal governance structures as well as looking for solutions.

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Appendix 1 – Self Assessment Tool

WYCCN and SYBCCN Education, Training and Development – Self-Assessment Audit Tool			
Critical Care Unit:		Number of Critical Care Beds:	
Hospital Trust:		WTE Clinical Educator & Banding	
Date Completed:		Other information:	
Name & Role of person completing form:		Contact e-mail:	

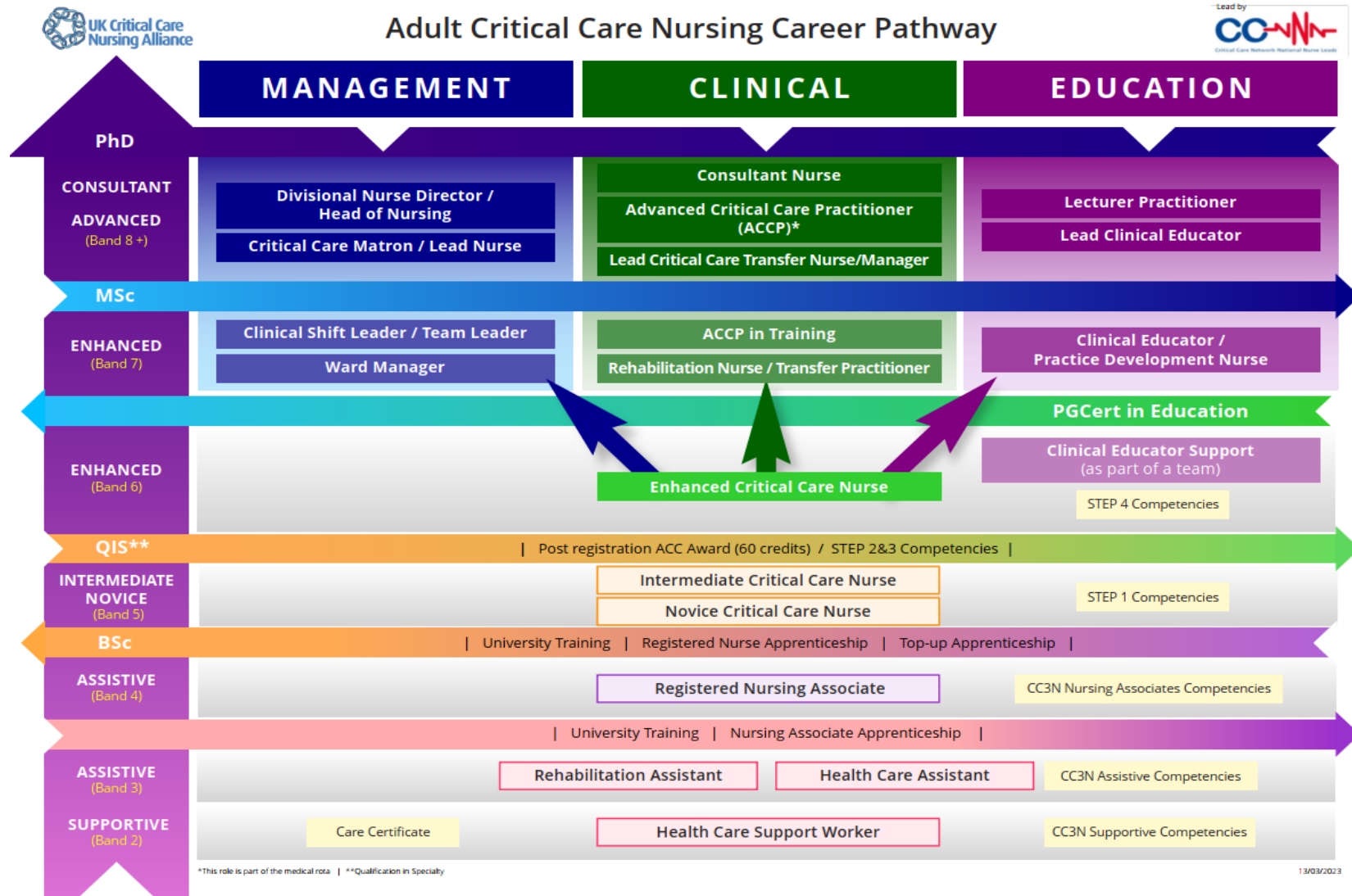
Standards to be achieved	Met? Yes /No	Action Plan (Please complete if not met)	Review date
A minimum of 50% of nursing staff to have achieved a post-registration award in critical care nursing, each unit should have training strategy should be in place to achieve this			
A minimum of one WTE clinical nurse educator per 75 staff. The Adult Critical Care service specification and CC3N note that 1:75 is a minimum and ideally the ratio should be 1:50			
Clinical nurse educators should be senior intensive care nurses who have completed Steps 1,2 & 3 competencies and have completed a post-registration intensive care academic programme			
Clinical nurse 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			
Clinical nurse educators should have appropriate planned continuing professional development to support the development of other registered professionals in critical care			

Standards to be achieved	Met? Yes /No	Action Plan (Please complete if not met)	Review date
A 12-week supernumerary period should be given when a nurse begins in critical care and have no previous experience of the specialty. Step 1 highlights specific competencies that should be completed before finishing the supernumerary period			
Units should work with other units within their network, and nationally, to share learning, disseminate best practice, quality improvement and for benchmarking			
Units should be using digital step competency framework to improve digital literacy of staff, release more time for patient care, provide quality assurance through improved standardisation, national visibility of staff skills data, efficient transfer of competency of staff previously worked in critical care. easily updated content and environmental sustainability			
A minimum of one PNA per clinical team is required, and to achieve this, nursing providers should commit to training at least 1 in 20 registered nurses for the PNA role by 2025 (NHSE 2023 b) Effective			

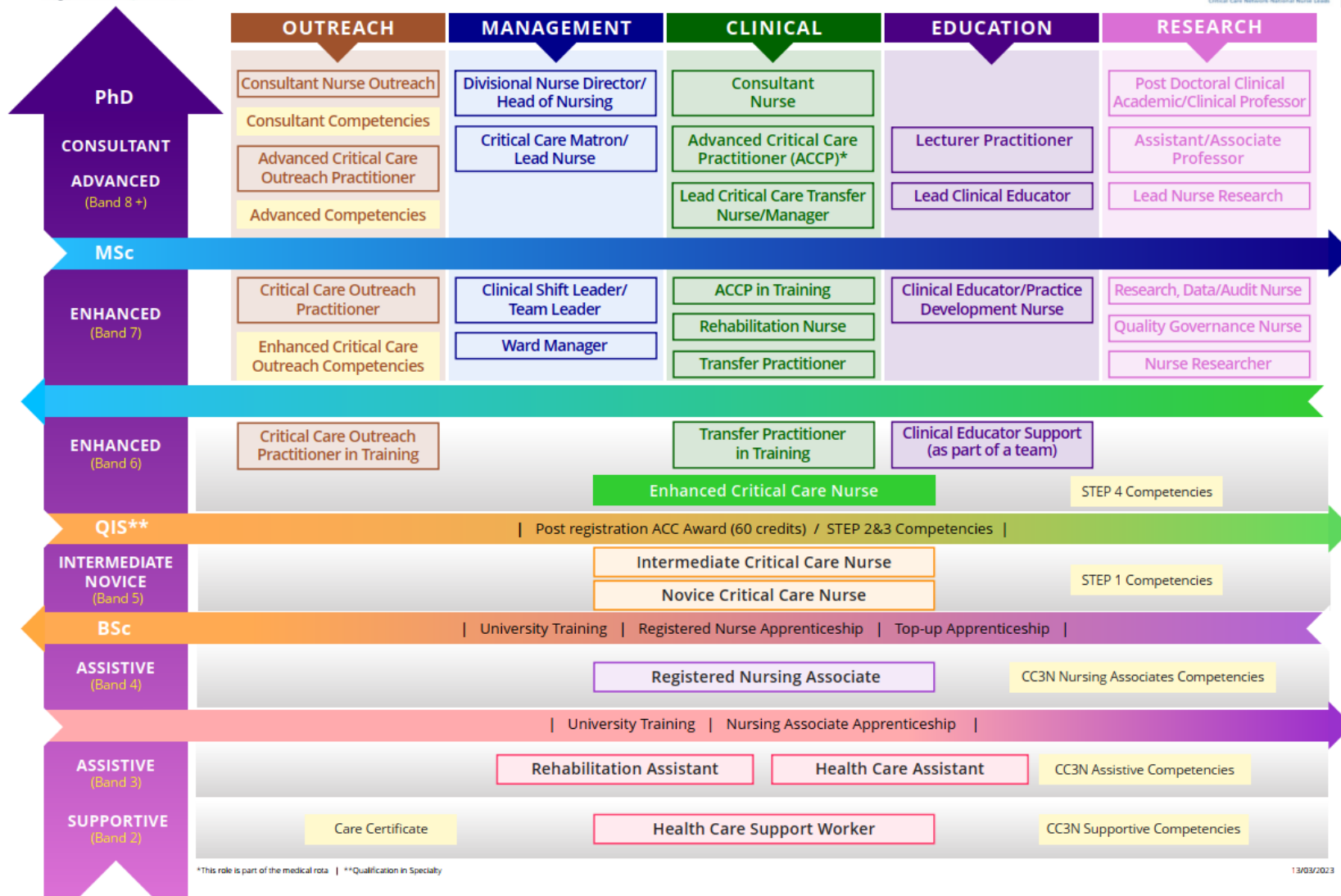
Standards to be achieved	Met? Yes /No	Action Plan (Please complete if not met)	Review date
supervision ratios depend on tasks, standards and responsibilities, varying between different nursing specialties and the appropriate ratios can range from 1:5 to 1:20			
Adequate 'time' release of nurses should be allocated and access to 'private space' should be provided for PNAs to facilitate Restorative Clinical Supervision (RCS) and career conversations, these elements at site level are critical to sustainability			
The CCOP Framework is a competency-based document should be supported in critical care units to facilitate a structured development and career progression of post registration HCPs working in critical care outreach or equivalent service			
The HCSW both bands 2 & 3 are to be supported by their Line Manager and/or clinical nurse educator to undertake the critical care core competencies to provide core generic skills required to safely and professionally assist in the care of the critically ill patient in a general critical care unit, under the supervision of a registered nurse			

Standards to be achieved	Met? Yes /No	Action Plan (Please complete if not met)	Review date
All staff potentially involved in the transport of critically ill patients should have access to educational resources, receive training in transfer medicine and have the opportunity to gain experience in a supernumerary capacity. The use of simulation training focusing on the practical and technical aspects of Transfer should be considered by Critical Care Networks and provider trust			
Training for all staff should be provided to increase knowledge and understanding of psychological reactions, delirium, environmental stressors, and psychological outcomes of critical illness			
Nursing Associate's within critical care are to be supported by their line manager and/or clinical educator to undertake the critical care core competencies for Nursing Associate's under the supervision and support of the Registered Nurse			
The implementation of CCPDF encompassing Dietetics, Occupational Therapy, Physiotherapy and Speech and Language Therapy should be supported in critical care units			

Appendix 2 – Adult Critical Care Nursing Career Pathway



Extended Adult Critical Care Nursing Career Pathway



*This role is part of the medical rota | **Qualification in Specialty

Organisation	West Yorkshire Critical Care Network & South Yorkshire & Bassetlaw Critical Care Networks (Adult)
Document purpose	Guidance
Title	Critical Care Education, Training & Development Strategy
Author & Contact	Eve Geldart – Lead Nurse for Education & Quality Improvement WY & SY Adult CCN eve.geldart@nhs.net
Version	Final
Review Date	July 2027
Description	Identifying training and educational needs, delivery methods, current position and areas for improvement as well as areas of achievement determining educational requirements that will meet the current and future demands of the service.
Contributors	Claire Horsfield - Manager & Lead Nurse for WY & SYB Adult Critical Care Networks claire.horsfield4@nhs.net Andrea Berry - Lead Nurse for Quality Improvement SYB Adult Critical Care Networks andrea.berry2@nhs.net Alison Richmond - Lead Nurse for Quality Improvement WY Adult Critical Care Network alisonrichmond@nhs.net WY and SYBCCN Educators and Senior Nurses