

# CONTINUING PROFESSIONAL DEVELOPMENT PORTFOLIO



**A Route to Enhanced Competence for  
Nursing in Schools**

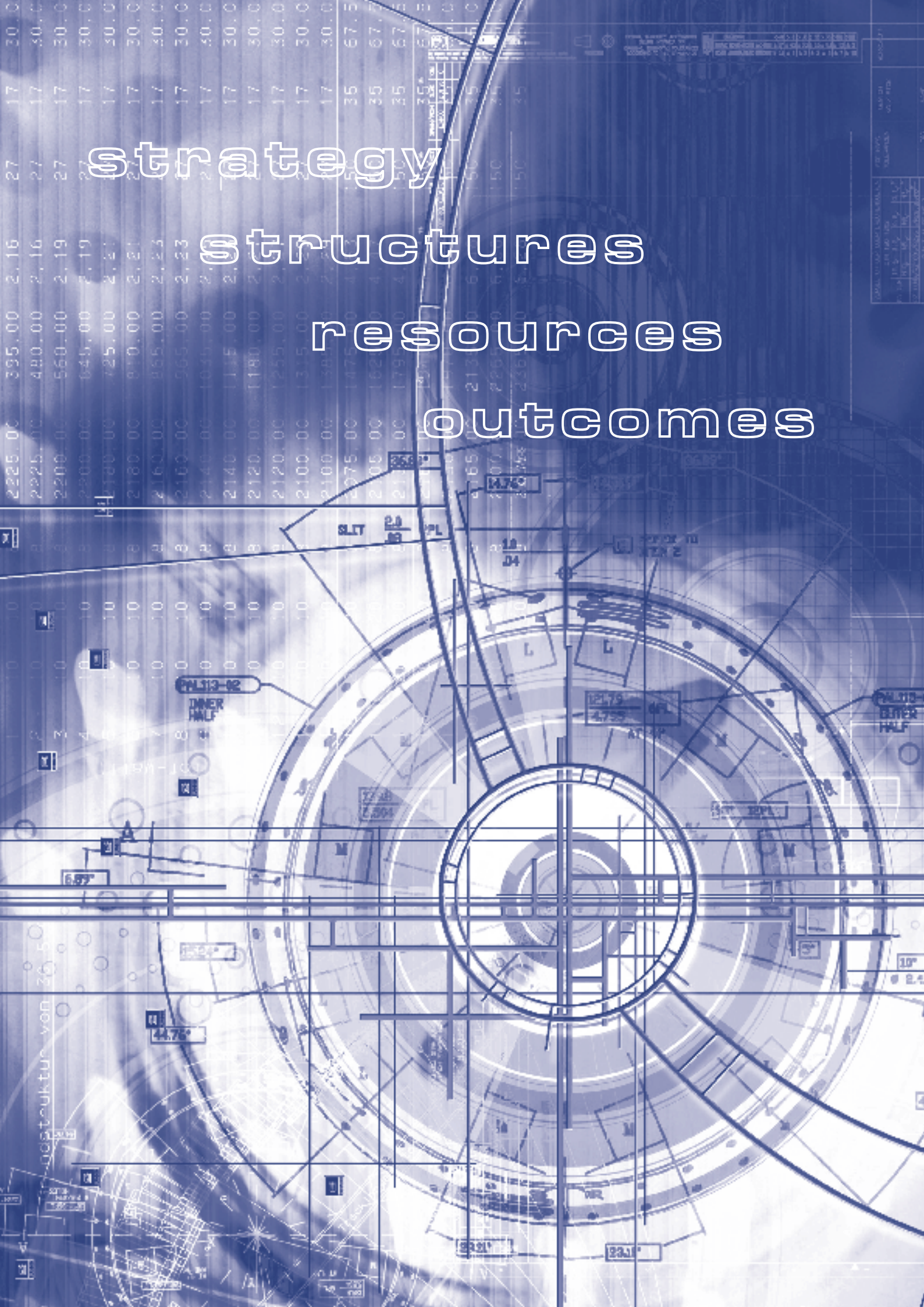
(Developed from A Scottish Framework for Nursing in Schools)

strategy

structures

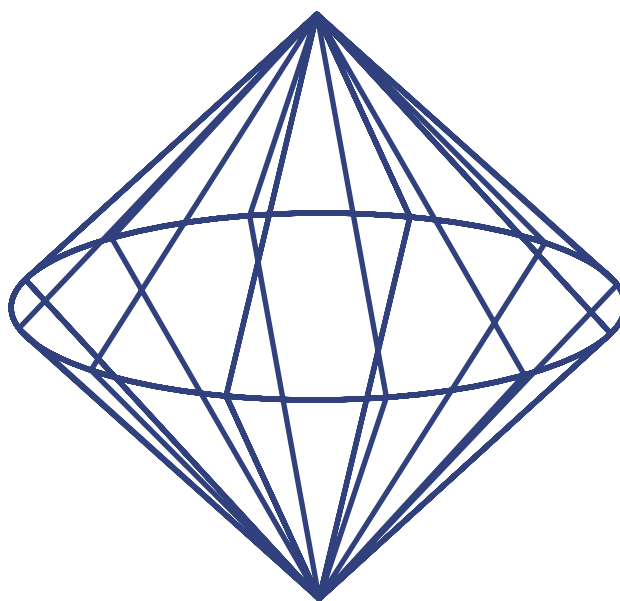
resources

outcomes



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## Introduction

According to the Scottish Executive, in its document *For Scotland's Children* (2001a), 'Each of the one million children in Scotland is engaged on a journey from birth to adulthood. By its end the child should have realised his/her potential in terms of emotional and social maturity, be in good health, and have attained a level of academic achievement and other skills.'

Apart from their parents, there are two universal services that support the child on this journey: these are health and education. Traditionally, this mix is embodied in school nursing.

Improving public health and reducing inequalities are key objectives for the Scottish Executive and NHSScotland. The current health improvement agenda has been set out in a number of significant policy documents including *Towards a Healthier Scotland*, *Our National Health* and *Improving Health In Scotland: the Challenge* (Scottish Executive 1999, 2001b, 2003a).

Nurses, midwives and health visitors have an important contribution to make to the public health agenda; this was reviewed in *Nursing for Health* which focused particularly on the roles of health visitors and school nurses (Scottish Executive 2001c). The review set out proposals to develop and recognise the school nursing workforce, aims which were reinforced in *Our National Health*.

*Nursing for Health* (Scottish Executive 2001c) also introduced the concept of the LHCC-based Public Health Practitioners: 'PHPs act as a champion for health improvement activity, support and develop partnerships with local communities and agencies and act as a catalyst for local change and development in response to need.'

School nurses also have a crucial role to play in supporting one of the major themes highlighted in *Improving Health In Scotland – the Challenge*, namely theme 2: 'Teenage Transition'. This theme addresses the transition of young people as they move from childhood to adulthood and is about the support that they may require so that 'they fulfil their potential, maintain self-esteem and avoid a wide range of health damaging behaviours and other hazards'.

To this end the Scottish Executive are committed to implementing the *Scottish Framework for Nursing in Schools* published last year and ensuring 'further training and development of school nursing staff to meet this new challenge'. (Scottish Executive 2003b)

One of the recommendations in the framework document was that NHS Education for Scotland (NES) should develop competency descriptors in this area of practice in order to define/describe the possible roles in a skill-mix team for the provision of nursing in schools (Scottish Executive 2003b, page 8/9).

As a result NES established a Development Group to take forward the initiative with a view to closely aligning this work with the *Scottish Framework for Nursing in Schools*. This has been achieved with the structure of the competency document 'mirroring' the three broad areas and standards set out in the framework document.

The concept of integrated community schools (previously known as new community schools) has also been an influence on the development of the school nursing framework and therefore the competency descriptors. Integrated community schools (ICS) were charged with expanding and integrating the range of services offered to young people in disadvantaged areas with the intention of raising attainment and promoting social inclusion. In 1999, 37 pilot sites were involved in the first phase of this project. Roll out of the project commenced in April 2002 and it is intended that by 2007 all schools will have adopted the principles of the health promoting school (Scottish Health Promoting Schools Unit 2004).

During the course of the Development Group's progress other relevant competency work has been reviewed, most significantly, the Department of Health's *School Nurse Practice Development Resource Pack* (2001) (part of the Health Visitor and School Nurse Development Programme) the *Nursing and Midwifery Requirements for Pre-Registration Health Visitor Programmes* (NMC 2002) and the draft standards relating to the third part of the register, the draft knowledge and skills framework relating to *Agenda for Change*, and draft standards being developed under the *Skills for Health* banner.

While the Development Group took note of the structure and content of such work, much of it was 'work in progress' at the time the NES competency package itself was being developed.

The purpose behind the development and publication of this competency package is to provide a framework to help individual practitioners and teams reflect on their practice and plan their future development, regardless of how roles and services are designed and structured at local level. Individual practitioners and teams will need to consider this package in conjunction with the relevant policies, standards and competencies cited in this document and those that will appear in the future, and in particular, the Scottish National Framework for Nursing in Schools (Scottish Executive 2003b). The competencies in this document are cross-referenced to the relevant standards in the Framework document.

For the purposes of this document the Development Group adopted the following definitions of the three roles:

- Public health nurse – nurse who has completed the specialist practitioner degree course in public health nursing established in 2001 (Scottish Executive 2003)
- School/community nurse – a qualified nurse who works in the school setting
- Support worker – unqualified staff who work in the school setting.

The Development Group acknowledges that there is a degree of overlap between the roles of public health nurse and school/community nurse in certain domains of activity; however, the difference between the roles lies in the details of these domains (for example, in leadership and teamworking).

Public health nurses would be expected to possess the same knowledge and skills as those listed for schools/community nurses; the additional knowledge and skills listed for public health nurses are the extra components that would be expected of practitioners operating in that role.

## References

- Department of Health (2001) School Nurse Practice Development Resource Pack. London, DoH.
- Nursing and Midwifery Council (2002) Requirements for Pre-Registration Health Visitor Programmes. London, NMC.
- Scottish Executive (1999) Towards a Healthier Scotland. Edinburgh HMSO.
- Scottish Executive (2001c) Nursing for Health. Edinburgh HMSO.
- Scottish Executive (2001b) Our National Health. Edinburgh HMSO.
- Scottish Executive (2001a) For Scotland's Children. Edinburgh HMSO.
- Scottish Executive (2003a) Improving Health In Scotland: The Challenge. Edinburgh HMSO.
- Scottish Executive (2003b) Scottish Framework for Nursing in Schools. Edinburgh HMSO.
- Scottish Executive (2001c) Nursing for Health. Edinburgh HMSO.
- Scottish Health Promoting Schools Unit (2004) Being Well – Doing Well – a Framework for Health Promoting Schools in Scotland. Glasgow, Scottish Health Promoting Schools Unit.

## How to get started

This workbook is designed to be completed in association with **A Route to Enhanced Competence (NBS, 2000)**. It continues to utilise the framework of reflecting on past experience and learning in order to record continuous professional development to enhance clinical competence for Nursing in Schools. It will help the individual nurse to identify sources of learning and evidence of good practice which relate to providing high quality in Nursing in Schools.

## Steps to Building a Portfolio

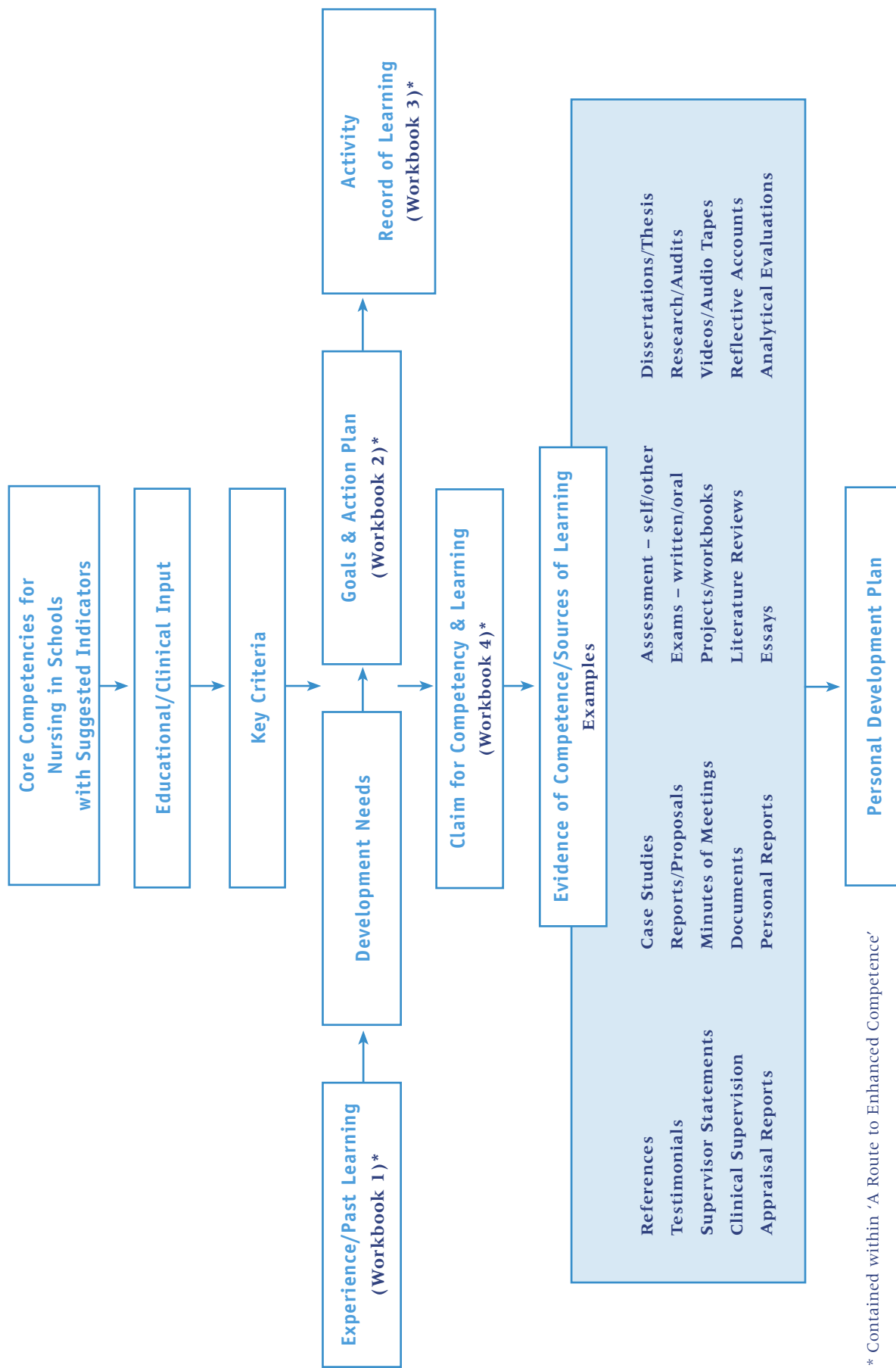
You may already have a personal professional profile which you may wish to incorporate into this NES portfolio, but you should continue to use the following steps:

- Step 1 Review your experience and practice to date identifying any knowledge and skills you have for Nursing in Schools;*
- Step 2 Appraise your level of competence and identify strengths and any areas that need to be developed;*
- Step 3 Agree with your senior manager, in-house CPD staff and/or Higher Education Institution a training programme that meets your learning needs;*
- Step 4 Set goals and devise an action plan to achieve the stated Nursing in Schools competencies in partnership with your named facilitator;*
- Step 5 Provide evidence of competence through your portfolio.*

## QACPD Portfolio CD

**A copy of the Continuing Professional Development Portfolio,  
'A Route to Enhanced Competence' and  
'A Route to Enhanced Competence for Nursing in Schools'  
documents are supplied on the enclosed CD in Acrobat PDF format.  
They may be printed out for reference.**

## Portfolio Route to Enhanced Competence for Nursing in Schools



\* Contained within 'A Route to Enhanced Competence'

# A Route to Enhanced Competence for Nursing in Schools



# 1. Service Organisation and Management

## 1a. Leadership (Scottish Framework For Nursing In Schools (SFNS) Standard Statements 1, 3, 4, 7)

### Support Workers/School Nursing Assistants

The support worker/school nursing assistant participates in service organisation and management as directed by the nursing team leader.

#### Competencies

The support worker/school nursing assistant:

- Participates in audit, research and evaluation projects and activities.
- Is involved in the implementation of new policies, strategies and services.

#### Knowledge and Skills

- Numeracy skills
- Data collection and collation skills
- Communication skills
- Local and national public health standards and guidelines

### School/Community Nurses

The school/community nurse helps to motivate and facilitate change to deliver the public health agenda for the school-age population.

#### Competencies

The nurse:

- Demonstrates clinical leadership.
- Participates in audit, research and evaluation projects and activities.
- Participates in the planning, development and implementation of new policies, strategies and services.

#### Knowledge and Skills

- Behaviour and change management
- Group dynamics/working
- Teaching and learning styles
- Scope of professional practice and accountability
- Problem-solving and decision-making skills
- Management and organisational skills
- Evidence-based practice
- Research methods, audit and quality assurance
- Data management and IT skills
- Advocacy skills
- Multidisciplinary teamworking
- Local and national public health standards and guidelines

### Public Health Nurses

The public health nurse demonstrates local clinical leadership and support for nursing teams in schools.

#### Competencies

The nurse:

- Demonstrates clinical and managerial leadership
- Leads or participates in audit, research and evaluation projects and activities.
- Influences planning, development and implementation of new policies, strategies and services.
- Works with the relevant planning and management groups, organisations and agencies to identify health needs, influence change, and develop and implement new policies, strategies and services, in partnership with children and young people, the relevant members of the multidisciplinary team and other organisations and agencies.

#### Additional Knowledge and Skills

- Leadership theory
- Clinical and managerial leadership skills
- Finance, budgets and resources
- Dissemination skills
- Critical analysis skills
- Ethics relating to research
- Partnership and collaborative working
- Networking skills
- Clinical governance
- Risk assessment and management

# 1. Service Organisation and Management (cont)

## 1b. Inter-Agency Working (SFNS standard statement 2)

### Support Workers/School Nursing Assistants

The support worker/school nursing assistant is able to work collaboratively with other members of the multidisciplinary team and other organisations and agencies as required.

#### Competencies

The support worker/school nursing assistant:

- Is aware of the other local statutory and voluntary sector agencies and other community groups.
- Works with public health professionals, local statutory and voluntary sector agencies and the local community under the direction of senior nursing staff.

### School/Community Nurses

The school/community nurse works in partnership with other agencies to maximise all contributions to health improvement.

#### Competencies

The nurse:

- Is aware of the organisational structure and culture of other local statutory and voluntary sector agencies and other community groups.
- Works with public health professionals, local statutory and voluntary sector agencies and the local community helping to share knowledge and skills.
- Participates in multi-agency strategic planning at local level.

#### Knowledge and Skills

- Multidisciplinary teamworking
- Communication skills
- Partnership and collaborative working

#### Knowledge and Skills

- Partnership and collaborative working
- Multidisciplinary teamworking
- Behaviour and change management
- Legislative/statutory framework
- Policy framework
- Local and national public health standards and guidelines

### Public Health Nurses

The public health nurse collaborates with other agencies to maximise all contributions to health improvement.

#### Competencies

The nurse:

- Is aware of the organisational structure and culture of other national and local statutory and voluntary sector agencies and other community groups.
- Works with public health professionals, local statutory and voluntary sector agencies and the local community ensuring the sharing of knowledge and skills.
- Contributes to multi-agency strategic planning at local level.

#### Additional Knowledge and Skills

- Management and organisational skills
- Conflict management and mediation skills
- Advocacy skills
- Networking skills

# 1. Service Organisation and Management (cont)

## 1c. Education and Continuing Professional Development (SFNS standard statement 5)

### Support Workers/School Nursing Assistants

The support worker/school nursing assistant recognises the need to be adequately prepared for her role and take responsibility for her own continuing professional and personal development in response to the evolving needs of the service.

#### Competencies

The support worker/school nursing assistant:

- Works with his/her manager to identify personal training needs and plan training to meet these needs in order to maintain and enhance competence to ensure ability to fulfil role.
- Contributes to the continuing education of other healthcare professionals, children, young people and their families about aspects of public health.

#### Knowledge and Skills

- Self-management and self-appraisal skills
- Evidence-based practice
- Communication skills

### School/Community Nurses

The school/community nurse recognises the need to be adequately prepared for her role and takes responsibility for her own continuing professional and personal development in response to the evolving needs of the service.

#### Competencies

The nurse:

- Works with her public health nurse to identify own personal education training needs and plan a programme of activity to meet these needs in order to maintain and enhance competence to ensure ability to fulfil role.
- Participates in the continuing education of other healthcare professionals, children, young people and their families about aspects of public health.

#### Knowledge and Skills

- Reflection and appraisal skills
- Clinical leadership skills
- Teaching and learning styles
- Behaviour and change management
- Conflict management and mediation skills
- Evidence-based practice
- Local and national public health standards and guidelines

### Public Health Nurses

The public health nurse working with school communities recognises the need to be adequately prepared for her role and takes responsibility for her own continuing professional and personal development in response to the evolving needs of the service.

#### Competencies

The nurse:

- Develops and agrees, through regular appraisals with her manager, an individual personal development plan.
- Contributes to the continuing education of other healthcare professionals, children, young people and their families about aspects of public health.

#### Additional Knowledge and Skills

- Clinical and managerial leadership skills

# 1. Service Organisation and Management (cont)

## 1d. Team Working (SFNS standard statement 6)

### Support Workers/School Nursing Assistants

The support worker/school nursing assistant is able to develop and work as a member of a multidisciplinary, multi-skilled team to address the identified needs of the school community.

#### Competencies

The support worker/school nursing assistant:

- Participates as a member of an identified nursing team.
- Collaborates with other professionals to ensure co-ordinated team working.

#### Knowledge and Skills

- Multidisciplinary teamworking
- Self-management and self-appraisal skills
- Awareness of professional practice and accountability
- Confidentiality
- Interpersonal relationships
- Flexible working
- Communication skills

### School/Community Nurses

The school/community nurse is able to develop and work as a member of a multidisciplinary, multi-skilled team to address the identified needs of the school community.

#### Competencies

The nurse:

- Participates as a member of an identified nursing team.
- Collaborates with other professionals to ensure co-ordinated team working.

#### Knowledge and Skills

- Group dynamics/working
- Multidisciplinary teamworking
- Partnership and collaborative working
- Networking skills
- Assessment (principles and procedures)
- Management and organisational skills
- Scope of professional practice and accountability

### Public Health Nurses

The public health nurse is able to develop and work as a member of a multidisciplinary, multi-skilled team to address the identified needs of the school community.

#### Competencies

The nurse:

- Leads, organises and manages her identified team.
- Collaborates with other professionals to ensure co-ordinated team working.

#### Additional Knowledge and Skills

- Clinical and managerial leadership skills
- Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)
- Conflict management and mediation skills
- Partnership and collaborative working

## 2. Service Delivery

### 2a. School Health Profiling and School Health Plans (SFNS standard statement 8)

#### Support Workers/School Nursing Assistants

The support worker/school nursing assistant contributes to the multidisciplinary planning process.

##### Competencies

The support worker/school nursing assistant:

- As a team member contributes to developing a structured needs assessment and school profile for each school in the cluster(s), linked to wider community profiles in partnership with other agencies and service users.
- Participates in evaluation and review processes
- Contributes to the implementation of the school health plan

#### School/Community Nurses

The school/community nurse participates in and contributes to the multidisciplinary planning process.

##### Competencies

The nurse:

- As a team member contributes to developing a structured needs assessment and school profile for each school in the cluster(s), linked to wider community profiles in partnership with other agencies and service users.
- Participates in evaluation and review processes
- Contributes to the development and implementation of the school health plan.

#### Public Health Nurses

The public health nurse is able to lead, co-ordinate and participate in a multidisciplinary planning process.

##### Competencies

The nurse:

- Takes the lead in developing a structured needs assessment and school profile for each school in the cluster(s), linked to wider community profiles.
- Guides and support other members in the school health service in developing structured needs assessments and school profiles.
- Collaborates with the relevant colleagues from other agencies in developing structured needs assessments and school profiles.
- Ensures there is involvement of children, young people, parents and carers and the wider community in the developing plan.
- Co-ordinates prioritisation of needs in a school health plan involving children, young people, parents and carers and the wider community and relevant colleagues from other agencies in the process.
- Ensures the review and evaluation processes to monitor implementation are undertaken.
- Ensures the school health plan informs and is informed by wider health and social care planning.

##### Knowledge and Skills

- Communication skills
- Interpersonal relationships
- Self-management and self-appraisal skills

##### Knowledge and Skills

- Interpersonal relationships
- Assessment (principles and procedures)
- Mentoring skills
- Management and organisational skills
- Research methods, audit and quality assurance

##### Additional Knowledge and Skills

- Clinical and Managerial leadership skills
- Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)

## 2. Service Delivery (cont)

### 2b. Records and Record Keeping (SFNS standard statement 9)

Support Workers/School Nursing Assistants	School/Community Nurses	Public Health Nurses
<p>The support worker/school nursing assistant adheres to the requirements of local record keeping policy.</p>	<p>The school/community nurse implements appropriate systems for record keeping that reflect statutory requirements and best practice.</p>	<p>The public health nurse ensures that appropriate systems for record keeping, that reflect statutory requirements and best practice, are developed and implemented.</p>
<p><b>Competencies</b></p> <p>The support worker/school nursing assistant:</p> <ul style="list-style-type: none"> <li>• Undertakes record keeping as delegated by the registered nurse.</li> <li>• Follows policy relating to confidentiality both at work and outwith the work place.</li> </ul>	<p><b>Competencies</b></p> <p>The nurse:</p> <ul style="list-style-type: none"> <li>• Contributes to the monitoring and evaluation of record keeping systems.</li> <li>• Delegates record keeping work to appropriate staff groups.</li> <li>• Ensures that the sharing of records between school health nursing teams and schools and with other agencies is managed appropriately.</li> </ul>	<p><b>Competencies</b></p> <p>The nurse:</p> <ul style="list-style-type: none"> <li>• Monitors and evaluates systems for record keeping.</li> <li>• Delegates record keeping work to appropriate staff groups.</li> <li>• Ensures that the sharing of records between school health nursing teams, schools and with other agencies is managed appropriately.</li> </ul>
<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Awareness of professional practice and accountability</li> <li>• Confidentiality</li> <li>• Communication skills</li> <li>• Data collection and collation skills</li> <li>• IT skills</li> </ul>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Scope of professional practice and accountability</li> <li>• Management and organisational skills</li> <li>• Supervision skills</li> <li>• Data management and IT skills</li> </ul>	<p><b>Additional Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Research methods, audit and quality assurance</li> </ul>

## 2. Service Delivery (cont)

### 2c. Access to Services (SFNS standard statement 10)

#### Support Workers/School Nursing Assistants

The support worker/school nursing assistant contributes to the provision of services in which there is equity of access for all service users.

##### Competencies

The support worker/school nursing assistant:

- Responds flexibly and appropriately to service users.

#### School/Community Nurses

The school/community nurse ensures equity of access to the school nursing service for children, young people and their families in the local community.

##### Competencies

The nurse:

- Identifies and addresses barriers to access.
- Responds flexibly and appropriately to the needs of children, young people and their families.
- Works with colleagues, other agencies and service users on issues relating to access.

#### Public Health Nurses

The public health nurse ensures that the services provided by the school nursing team are equally accessible to children, young people and their families.

##### Competencies

The nurse:

- Identifies and addresses barriers to access.
- Responds flexibly and appropriately to the needs of children, young people and their families.
- Supports and advises the school health team
- Supports and advises education staff, other professionals and the local community.

##### Knowledge and Skills

- Flexible working
- Communication skills
- Interpersonal relationships

##### Knowledge and Skills

- Social inclusion agenda
- Anti-discriminatory practice
- Health inequalities
- Assessment (principles and procedures)
- Flexible working
- Interpersonal relationships

##### Additional Knowledge and Skills

- Clinical and managerial leadership skills
- Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)

## 2. Service Delivery (cont)

### 2d. Partnership and Teamworking (SFNS standard statement 11)

#### Support Workers/School Nursing Assistants

The support worker/school nursing assistant contributes to effective partnerships and team working.

##### Competencies

The support worker/school nursing assistant is:

- Is able to participate in team and partnership working.
- Undertakes delegated work under the professional supervision of an identified healthcare professional.

#### School/Community Nurses

The school/community nurse contributes to the development of effective partnerships to address identified needs.

##### Competencies

The nurse:

- Is able to participate in team and partnership working.
- Understands and recognises responsibilities in relation to accountability and governance frameworks.
- Contributes to the training and development of other members of the school health team and colleagues from other agencies.

#### Public Health Nurses

The public health nurse is able to develop effective partnerships to address identified needs.

##### Competencies

The nurse:

- Understands the role and objectives of colleagues both internally and externally in relation to health.
- Develops and maintains the ability to promote teamworking, lead multi-agency teams and develop partnerships.
- Understands and recognises responsibilities in relation to accountability and governance frameworks.
- Contributes to the training and development of other members of the school health team and colleagues from other agencies.

##### Knowledge and Skills

Knowledge and Skills

- Flexible working
- Communication skills
- Interpersonal relationships
- Awareness of professional practice and accountability

##### Knowledge and Skills

- Multidisciplinary teamworking
- Flexible working
- Interpersonal relationships
- Scope of professional practice and accountability
- Mentoring skills
- Supervision skills

##### Additional Knowledge and Skills

- Clinical and managerial leadership skills
- Partnership and collaborative working

## 2. Service Delivery (cont)

### 2e. Year-round Components of Service Delivery (SFNS standard statement 12)

Support Workers/School Nursing Assistants	School/Community Nurses	Public Health Nurses
<p>The support worker/school nursing assistant contributes to the delivery of services to meet the ongoing needs of children, young people and their families.</p>	<p>The school/community nurse contributes to the delivery of services to meet the ongoing needs of children, young people and their families.</p>	<p>The public health nurse is able to ensure that the ongoing needs of children and young people and their families are met.</p>
<b>Competencies</b>	<b>Competencies</b>	<b>Competencies</b>
<p>The support worker/school nursing assistant:</p> <ul style="list-style-type: none"><li>• Contributes to the delivery of services to meet the identified needs of school-age children and young people outwith core provision.</li><li>• Liaises with identified health and social care professionals to ensure continuity of care.</li></ul>	<p>The nurse:</p> <ul style="list-style-type: none"><li>• Delivers services to meet the identified needs of school-age children and young people outwith core provision.</li><li>• Liaises with appropriate health and social care professionals to ensure continuity of care.</li></ul>	<p>The nurse:</p> <ul style="list-style-type: none"><li>• Co-ordinates the provision of core services to meet the identified needs of school-age children and young people outwith core service provision.</li><li>• Ensures core services are supported by access to relevant skills and expertise and records and information.</li></ul>
<b>Knowledge and Skills</b>	<b>Knowledge and Skills</b>	<b>Additional Knowledge and Skills</b>
<ul style="list-style-type: none"><li>• Numeracy skills</li><li>• Data collection and collation skills</li><li>• IT skills</li><li>• Communication skills</li></ul>	<ul style="list-style-type: none"><li>• Clinical and managerial leadership skills</li><li>• Management and organisational skills</li><li>• Partnership and collaborative working</li><li>• Liaison and referral skills</li></ul>	<ul style="list-style-type: none"><li>• Clinical and managerial leadership skills</li></ul>

## 3. Service Components

### 3a. Surveillance Programmes (SFNS standard statement 13)

#### Support Workers/School Nursing Assistants

The support worker/school nursing assistant is involved in screening and surveillance programmes for the school-age population.

##### Competencies

The support worker/school nursing assistant:

- Demonstrates the ability to measure height and weight, carry out visual acuity hearing screening.
- Demonstrates the ability to record accurately the results of screening.
- Follows appropriate guidelines for referral.x

#### School/Community Nurses

The school/community nurse participates in the delivery of health promotion programmes, including Scottish child health screening and surveillance programmes, according to agreed protocols and guidelines.

##### Competencies

The nurse:

- Demonstrates a clear understanding of policies, protocols and guidelines for universal and targeted surveillance programmes.
- Ensures equipment used for surveillance is suitable for the task and regularly serviced and maintained.
- Ensures that members of the school health team using the equipment are trained and regularly updated in its use.
- Ensures that surveillance incorporates health promotion activities that reflect the priorities in the school health plan.
- Ensures that the findings of surveillance are acted on appropriately.
- Communicates effectively and appropriately with school-age children and young people and their parents and carers in relation to the findings of surveillance.

##### Knowledge and Skills

- Screening procedures
- Normal child development
- Referral skills
- Data collection and collation skills

##### Knowledge and Skills

- Normal child development
- Health screening and surveillance (including in relation to, eg. mental health and sexual health)
- Assessment (principles and procedures)
- Teaching and learning styles
- Supervision skills
- Evidence-based practice
- Research methods, audit and evaluation
- Reflection and appraisal skills
- Confidentiality

#### Public Health Nurses

The public health nurse will ensure that there are agreed protocols for universal and targeted surveillance programmes based on national policies and evidence of effectiveness.

##### Competencies

The nurse:

- Initiates, co-ordinates and audits health promotion programmes including Scottish child health screening and surveillance programmes.
- Ensures that local surveillance protocols are based on Health for all Children.
- Ensures that surveillance protocols are implemented by staff who are competent for the roles they undertake
- Ensures equipment used for surveillance is suitable for the task and regularly serviced and maintained.
- Ensures that members of the school health team using the equipment are trained and regularly updated in its use.
- Ensures that surveillance incorporates health promotion activities that reflect the priorities in the school health plan.
- Ensures that the findings of surveillance are acted on appropriately.
- Communicates effectively and appropriately with school-age children and young people and their parents and carers in relation to the findings of surveillance.

##### Additional Knowledge and Skills

- Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)
- Mentoring skills

### 3. Service Components (cont)

#### 3b. Routine and Mass Immunisation of School-age Children (SFNS standard statement 14, 15)

Support Workers/School Nursing Assistants	School/Community Nurses	Public Health Nurses
<p>The support worker/school nursing assistant supports the delivery of routine and mass immunisation programmes to school-age children.</p>	<p>The school/community nurse will deliver routine and mass immunisation programmes to school-age children.</p>	<p>The public health nurse will be able to plan routine and mass immunisation programmes for school-age children.</p>
<b>Competencies</b>	<b>Competencies</b>	<b>Competencies</b>
<p>The support worker/school nursing assistant:</p> <ul style="list-style-type: none"><li>• Assists children and young people during immunisation sessions.</li><li>• Demonstrates the ability to recognise the signs and symptoms of potential side effects of immunisation and seeks appropriate help.</li><li>• Assists in the general administration and organisation of immunisation programmes.</li></ul>	<p>The nurse:</p> <ul style="list-style-type: none"><li>• Demonstrates an understanding of the concept of the patient group directive.</li><li>• Contributes as appropriate to the development of patient group directions, guidelines and policies to support immunisations.</li><li>• Is involved in training and supporting members of the school health team who carry out immunisation programmes.</li><li>• Is able to carry out all components of immunisation.</li><li>• Contributes to the planning, organisation and delivery of routine and mass immunisation programmes as required.</li></ul>	<p>The nurse:</p> <ul style="list-style-type: none"><li>• Takes the lead in the development of patient group directions, guidelines and policies to support immunisations.</li><li>• Takes the lead in training and supporting members of the school health team who carry out immunisation programmes.</li><li>• Ensures that immunisation programmes are carried out by staff who are competent for the roles they undertake.</li><li>• Is able to carry out all components of immunisation.</li><li>• Contributes to the planning, organisation and delivery of routine and mass immunisation programmes.</li></ul>
<b>Knowledge and Skills</b>	<b>Knowledge and Skills</b>	<b>Additional Knowledge and Skills</b>
<ul style="list-style-type: none"><li>• Anaphylaxis and CPR</li><li>• Communication skills</li><li>• Multidisciplinary teamworking</li></ul>	<ul style="list-style-type: none"><li>• Routine and mass immunisation</li><li>• Anaphylaxis and CPR</li><li>• Informed consent</li><li>• Confidentiality</li><li>• Interpersonal relationships</li><li>• Management and organisational skills</li></ul>	<ul style="list-style-type: none"><li>• Routine and mass immunisation (including patient group directions, policies and procedures)</li></ul>

### 3. Service Components (cont)

#### 3c. Administration of Medicines in Schools (SFNS standard statement 16)

Support Workers/School Nursing Assistants	School/Community Nurses	Public Health Nurses
<p>The support worker/school nursing assistant operates under the supervision of qualified nurses in relation to the administration of medicines in schools.</p>	<p>The school/community nurse provides advice and support to school children and young people, staff and parents and carers on the administration of medicines to pupils.</p>	<p>The public health nurse provides advice and support to school staff and parents and carers on the administration of medicines to pupils.</p>
<p><b>Competencies</b></p> <p>The support worker/school nursing assistant:</p> <ul style="list-style-type: none"> <li>• Demonstrates a knowledge and understanding of local policies and guidelines regarding the administration of medicines in schools.</li> </ul>	<p><b>Competencies</b></p> <p>The nurse:</p> <ul style="list-style-type: none"> <li>• Contributes to the development and updating of local policies for the administration of medicines in schools.</li> <li>• Provides guidance and support for children, young people and their families on medical conditions and the safe administration of medicines.</li> <li>• Provides guidance and support for other members of the school health team and education staff on how to care for a child with an identified medical condition.</li> <li>• Contributes to the development of individual health plans for pupils with identified healthcare needs including guidelines and procedures for handling emergencies.</li> <li>• Contributes to the education of pupils about medical conditions and health issues.</li> <li>• Contributes to the education of pupils about the safe and correct use of medications.</li> <li>• Contributes to the education and support of school staff involved in the administration of medicines.</li> <li>• Jointly works with schools to ensure that medicines are handled, stored and disposed of safely.</li> <li>• Jointly works with schools to ensure that medicines are administered correctly and safely.</li> <li>• Jointly works with schools to ensure that hygiene/infection guidelines are understood and adhered to by staff involved in the administration of medicines.</li> </ul>	<p><b>Competencies</b></p> <p>The nurse:</p> <ul style="list-style-type: none"> <li>• Contributes to the development and updating of local policies for the administration of medicines in schools.</li> <li>• Provides guidance and support for children, young people and their families on medical conditions and the safe administration of medicines.</li> <li>• Provides guidance and support for other members of the school health team and education staff on how to care for a child with an identified medical condition.</li> <li>• Contributes to the development of individual health plans for pupils with identified healthcare needs including guidelines and procedures for handling emergencies.</li> <li>• Contributes to the education of pupils about medical conditions and health issues.</li> <li>• Contributes to the education of pupils about the safe and correct use of medications.</li> <li>• Contributes to the education and support of school staff involved in the administration of medicines.</li> <li>• Advises schools on the safe handling, storage and disposal of medicines.</li> <li>• Advises schools on the safe and correct administration of medicines.</li> <li>• Advises schools on correct hygiene/infection control procedures to be observed by staff involved in the administration of medicines.</li> </ul>

Support Workers/School Nursing Assistants	School/Community Nurses	Public Health Nurses
<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Self-management and self-appraisal skills</li> <li>• Responsibility and accountability</li> <li>• Flexible working</li> <li>• Policy and practice framework</li> </ul>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Childhood illnesses/disease</li> <li>• Medications (including contraindications and adverse reactions, handling and storage)</li> <li>• Assessment (principles and procedures)</li> <li>• Clinical leadership</li> <li>• Scope of professional practice and accountability</li> <li>• Confidentiality</li> <li>• Legislative/statutory framework</li> <li>• Policy framework</li> <li>• Teaching and learning styles</li> <li>• Supervision skills</li> </ul>	<p><b>Additional Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)</li> <li>• Mentoring skills</li> <li>• Clinical and managerial leadership</li> </ul>

## 3. Service Components (cont)

### 3d. Children with Special Needs (SFNS standard statement 17)

#### Support Workers/School Nursing Assistants

The support worker/school nursing assistant supports children with special needs both in mainstream and special needs schools.

##### Competencies

The support worker/school nursing assistant:

- Assists children and young people with special/complex needs under the direction of a registered nurse.
- Works alongside other members of the multidisciplinary special needs team.
- Assists the registered nurse in the delivery of health promotion.
- Communicates effectively with individual children and young people, parents and carers, key workers, schools and other members of the multidisciplinary team to ensure identified needs are being addressed.
- Demonstrates the ability to carry out tasks to meet the individual needs of children and young people with special/complex needs.

##### Knowledge and Skills

- Communication skills
- Referral skills

#### School/Community Nurses

The school/community nurse works as a member of a team in addressing the needs of children with special needs.

##### Competencies

The nurse:

- Provides appropriate support and advice in relation to children and young people with special/complex needs.
- Contributes to services provided by dedicated multidisciplinary special needs teams, including the specialist community children's nursing team.
- Ensures that care for children and young people with special/complex needs is based on assessment of individual need.
- Ensures that children and young people with special/complex needs have an agreed individualised care plan.
- Plans and delivers health promotion activities to ensure children and young people with special/complex needs are included.
- Communicates effectively with individual children and young people, parents and carers, key workers, schools and other members of the multidisciplinary team to ensure identified needs are being addressed.

##### Knowledge and Skills

- Clinical leadership
- Assessment (principles and procedures)
- Group/family dynamics
- Confidentiality
- Multidisciplinary teamworking
- Multi-agency working
- Liaison and referral skills
- Resources
- Management and organisational skills

#### Public Health Nurses

The public health nurse works with colleagues to ensure that there is an appropriate mix of skill and expertise in addressing the needs of children with special needs.

##### Competencies

The nurse:

- Provides appropriate support and advice in relation to children and young people with special/complex needs.
- Contributes to services provided by dedicated multidisciplinary special needs teams, including the specialist community children's nursing team.
- Ensures that care for children and young people with special/complex needs is based on assessment of individual need.
- Ensures that children and young people with special/complex needs have an agreed individualised care plan.
- Co-ordinates health promotion activities to ensure children and young people with special/complex needs are included.
- Communicates effectively with individual children and young people, parents and carers, key workers, schools and other members of the multidisciplinary team to ensure identified needs are being addressed.

##### Additional Knowledge and Skills

- Finance, budgets and resources
- Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)
- Clinical and managerial leadership skills

## 3. Service Components (cont)

### 3e. Child Protection (SFNS standard statement 18)

#### Support Workers/School Nursing Assistants

The support worker/school nursing assistant is able to contribute to the well-being and protection of children and young people.

##### Competencies

The support worker/school nursing assistant:

- Demonstrates a basic awareness of child protection issues, the support services available and referral mechanisms to child protection services.
- Demonstrates an understanding of child protection guidelines and policies.

#### School/Community Nurses

The school/community nurse contributes to the well-being and protection of children, providing individual support as part of a multi-agency team approach.

##### Competencies

The nurse:

- Contributes to multi-agency team approaches to child protection services in the school-age population.
- Communicates effectively with other members of the multidisciplinary team to ensure the appropriate sharing of information on child protection issues.
- Is involved in professional development programmes on child protection.
- Maintains her own knowledge and understanding of her role and responsibilities as a member of the multi-agency team.
- Participates in support and supervision networks for herself and other members of the school health team working with child protection issues.

#### Public Health Nurses

The public health nurse contributes to the well-being and protection of children, providing individual support as part of a multi-agency team approach.

##### Competencies

The nurse:

- Contributes to multi-agency team approaches to child protection services in the school-age population.
- Communicates effectively with other members of the multidisciplinary team to ensure the appropriate sharing of information on child protection issues.
- Is involved in professional development programmes on child protection.
- Maintains her own knowledge and understanding of her role and responsibilities as a member of the multi-agency team.
- Participates in support and supervision networks for herself and other members of the school health team working with child protection issues.

##### Knowledge and Skills

- Child protection
- Communication skills
- Multidisciplinary teamworking

##### Knowledge and Skills

- Child protection
- Risk assessment and management
- Scope of professional practice and accountability
- Clinical leadership
- Advocacy skills
- Interpersonal relationships
- Confidentiality
- Multidisciplinary teamworking
- Multi-agency working<sup>1</sup>
- Liaison and referral skills
- Legislative/statutory framework
- Policy framework

##### Additional Knowledge and Skills

- Clinical and managerial leadership skills
- Mentorship skills

### 3. Service Components (cont)

#### 3f. Vulnerable Children and Young People (SFNS standard statement 19)

Support Workers/School Nursing Assistants	School/Community Nurses	Public Health Nurses
<p>The support worker/school nursing assistant assists vulnerable children and young people.</p>	<p>The school/community nurse is able to identify and meet the needs of vulnerable children and young people.</p>	<p>The public health nurse helps to identify and meet the needs of vulnerable children and young people.</p>
<p><b>Competencies</b></p> <p>The support worker/school nursing assistant:</p> <ul style="list-style-type: none"> <li>Assists with vulnerable children and young people under the direction of the registered nurse.</li> <li>Assists the registered nurse in the delivery of health promotion.</li> <li>Demonstrates the ability to work with individuals and groups.</li> </ul>	<p><b>Competencies</b></p> <p>The nurse:</p> <ul style="list-style-type: none"> <li>Works with relevant organisations, agencies and other colleagues to identify vulnerable children and young people who may require extra or different support.</li> <li>Works as part of a team to meet the needs of vulnerable children and young people.</li> <li>Liaises with relevant organisations, agencies and other colleagues to ensure the needs of vulnerable children and young people can be met.</li> <li>Ensures that health promotion activities reflect the risks and dangers faced by vulnerable children and young people to enable informed choice and provide access to continuing support, advice and help.</li> <li>Works with vulnerable children and young people and their families outside the school setting as appropriate and in conjunction with other relevant colleagues.</li> <li>Ensures that vulnerable children and young people and their families are encouraged to remain in contact with the relevant service providers.</li> </ul>	<p><b>Competencies</b></p> <p>The nurse:</p> <ul style="list-style-type: none"> <li>Works with relevant organisations, agencies and other colleagues to identify vulnerable children and young people who may require extra or different support.</li> <li>Ensures that members of the school health team use their skills effectively to meet the needs of vulnerable children and young people.</li> <li>Liaises with relevant organisations, agencies and other colleagues to ensure the needs of vulnerable children and young people can be met.</li> <li>Ensures that health promotion activities reflect the risks and dangers faced by vulnerable children and young people to enable informed choice and provide access to continuing support, advice and help.</li> <li>Work with vulnerable children and young people and their families outside the school setting as appropriate and in conjunction with other relevant colleagues.</li> <li>Ensures that vulnerable children and young people and their families are encouraged to remain in contact with the relevant service providers.</li> </ul>

Support Workers/School Nursing Assistants	School/Community Nurses	Public Health Nurses
<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Children's rights</li> </ul>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Vulnerable children and young people</li> <li>• Children's rights</li> <li>• Confidentiality</li> <li>• Social inclusion agenda</li> <li>• Anti-discriminatory practice</li> <li>• Health inequalities</li> <li>• Assessment (principles and procedures)</li> <li>• Advocacy skills</li> <li>• Clinical leadership</li> <li>• Interpersonal relationships</li> <li>• Home visiting</li> <li>• Flexible working</li> <li>• Management and organisational skills</li> <li>• Local and national public health standards and guidelines</li> </ul>	<p><b>Additional Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Clinical and managerial leadership</li> <li>• Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)</li> </ul>

### 3. Service Components (cont)

#### 3g. Mental Health and Well Being (SFNS standard statement 20)

##### Support Workers/School Nursing Assistants

The support worker/school nursing assistant assists in the promotion of positive mental health and well-being.

##### Competencies

The support worker/school nursing assistant:

- Assists the work of the school nurse and school staff in meeting the mental health and well-being needs of children and young people.
- Assists children and young people with mental health needs under the direction of the registered nurse.

##### School/Community Nurses

The school/community nurse promotes positive mental health and well-being, both independently and as part of a multi-agency/multidisciplinary team.

##### Competencies

The nurse:

- Is involved in meeting the health needs identified for the mental health and well-being of the whole school community.
- Works with the wider multidisciplinary team in promoting mental health and well-being and identifying and meeting the needs of the whole school community.
- Works closely with school staff in meeting the mental health and well-being needs of the school community.
- Supports children with mental health needs as appropriate at levels one and two of the four-tier framework for managing mental health services.

##### Public Health Nurses

The public health nurse promotes positive mental health and well-being, both independently and as part of a multi-agency/multidisciplinary team.

##### Competencies

The nurse:

- Ensures that health needs assessment and school health profiling is used to identify the mental health and well-being needs of the whole school community.
- Involves the wider multidisciplinary team in promoting mental health and well-being and identifying and meeting the needs of the whole school community.
- Works closely with school staff in meeting the mental health and well-being needs of the school community.
- Supports children with mental health needs as appropriate at all four levels of the four-tier framework for managing mental health services.

##### Knowledge and Skills

- Communication skills

##### Knowledge and Skills

- Mental health
- Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)
- Confidentiality
- Interpersonal skills
- Clinical leadership
- Scope of professional practice and accountability
- Liaison and referral skills
- Service provision (local and national)
- Management and organisational skills
- Data management and IT skills

##### Additional Knowledge and Skills

- Clinical and managerial leadership skills
- Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)

## 3. Service Components (cont)

### 3h. Transition Periods (SFNS standard statement 21)

#### Support Workers/School Nursing Assistants

The support worker/school nursing assistant assists in the work of the school nurse during transition periods.

##### Competencies

The support worker/school nursing assistant:

- Works children and young people under the direction of the registered nurse.
- Liaises with other relevant agencies and colleagues to support children and young people and their parents and carers during transition periods.
- Demonstrates the ability to work with individuals and groups.

#### School/Community Nurses

The school/community nurse will support the work of transition across a wide variety of age groups.

##### Competencies

The nurse:

- Works as appropriate within a flexible work pattern to support children and young people and their parents and carers during transition periods.
- Liaises with other relevant agencies and colleagues to support children and young people and their parents and carers during transition periods.
- Provides advice and support for children and young people and their parents and carers during transition periods to identify individuals who may be experiencing difficulties.
- Uses the health component of individual children's personal learning plans to support children and young people with identified health needs during transition periods.

##### Knowledge and Skills

- Communication skills
- Flexible working

##### Knowledge and Skills

- Normal child development
- Interpersonal relationships
- Confidentiality
- Flexible working

#### Public Health Nurses

The public health nurse will support the work of transition across a wide variety of age groups.

##### Competencies

The nurse:

- Works as appropriate within a flexible work pattern to support children and young people and their parents and carers during transition periods.
- Collaborates and liaises with other relevant agencies and colleagues to support children and young people and their parents and carers during transition periods.
- Provides advice and support for children and young people and their parents and carers during transition periods to identify individuals who may be experiencing difficulties.
- Uses the health component of individual children's personal learning plans to support children and young people with identified health needs during transition periods.

##### Additional Knowledge and Skills

- Partnership and collaborative working

### 3. Service Components (cont)

#### 3i. Health Promotion (SFNS standard statement 22, 22.1, 22.2, 22.3)

##### Support Workers/School Nursing Assistants

The support worker/school nursing assistant is part of the team delivering health promotion to the school population both in school and in the wider community.

##### Competencies

The support worker/school nursing assistant is:

- Involved in a multi-agency/multidisciplinary approach to health promotion.
- Delivers health promotion and health education under the direction of the registered nurse.
- Demonstrates ability to report back to the registered nurse about the outcomes of work carried out.

##### School/Community Nurses

The school/community nurse will be an active partner in the health promoting school environment, working collaboratively with the school and key partners to promote the health and well-being of children and young people.

##### Competencies

The nurse:

- Contributes to a multi-agency/multidisciplinary approach to health promotion
- Provides health information to pupils, parents and carers and education staff on a range of relevant topics including sexual health and relationships, nutrition and physical activity, substance misuse including alcohol and smoking), and oral and dental health.
- Liaises with other specialist practitioners to ensure pupils, parents and carers and education staff receive the appropriate health promotion information.
- Contributes to the development of health promotion components of the school curriculum, working with education staff to ensure that information takes account of each child's age and stage of development.
- Involves parents and carers in the planning and/or delivery of appropriate health promotion programmes
- Ensures that health promotion information reflects religious and cultural sensitivities
- Is involved in audit and evaluation of health promotion activities.
- Is aware of up-to-date, evidence-based health promotion programmes.

##### Public Health Nurses

The public health nurse will be an active partner in the health promoting school environment, working collaboratively with the school and key partners to promote the health and well-being of children and young people.

##### Competencies

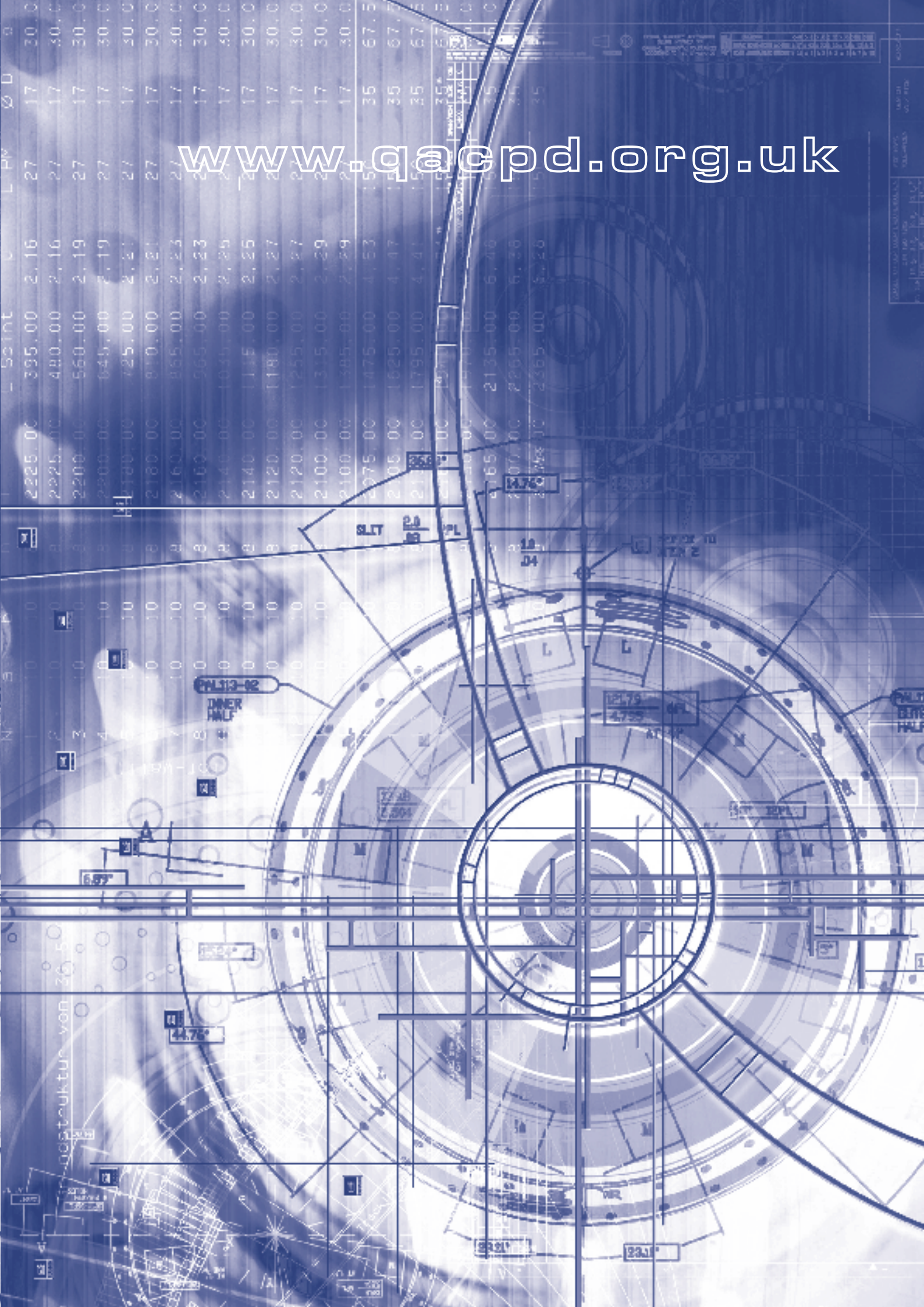
The nurse:

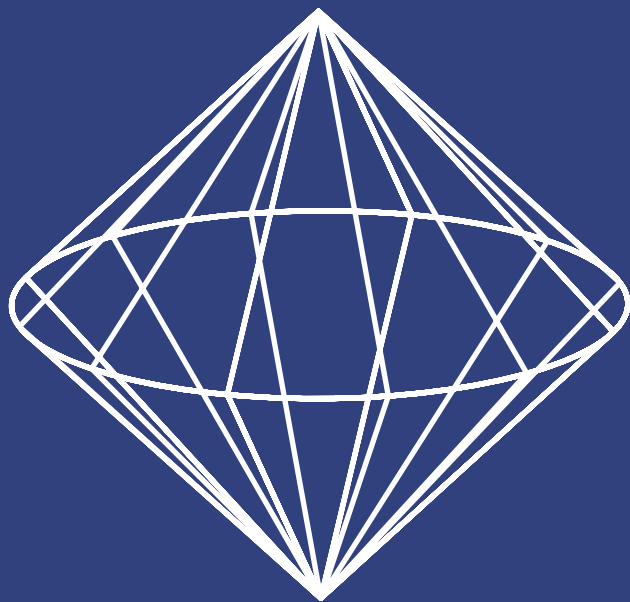
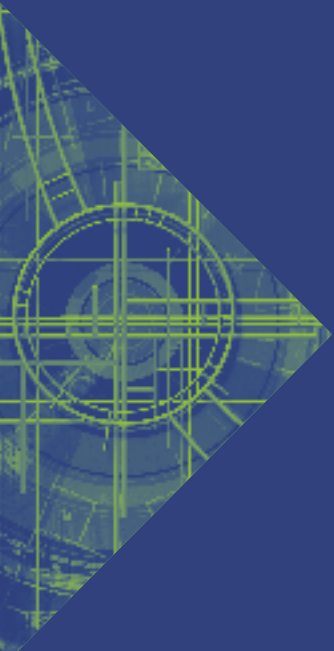
- Contributes to a multi-agency/multidisciplinary approach to health promotion.
- Provides health information to pupils, parents and carers and education staff on a range of relevant topics including sexual health and relationships, nutrition and physical activity, substance misuse (including alcohol and smoking), and oral and dental health.
- Liaises with other specialist practitioners to ensure pupils, parents and carers and education staff receive the appropriate health promotion information.
- Contributes to the development of health promotion components of the school curriculum, working with education staff to ensure that information takes account of each child's age and stage of development.
- Involves parents and carers in the planning and/or delivery of appropriate health promotion programmes.
- Ensures that health promotion information reflects religious and cultural sensitivities.
- Is involved in audit and evaluation of health promotion activities.
- Contributes to the development of up-to-date, evidence-based health promotion programmes.

Support Workers/School Nursing Assistants	School/Community Nurses	Public Health Nurses
<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Multidisciplinary teamworking</li> <li>• Communication skills</li> </ul>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Health education and health promotion</li> <li>• Assessment (principles and procedures)</li> <li>• Group dynamics/working</li> <li>• Clinical leadership skills</li> <li>• Critical analysis skills</li> <li>• Research methods, audit and quality assurance</li> </ul>	<p><b>Additional Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Clinical and managerial leadership</li> <li>• Assessment (principles and procedures) (eg. needs assessment, school health profiling, school health planning)</li> </ul>



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