

CONTINUING PROFESSIONAL DEVELOPMENT PORTFOLIO



**A Route to Enhanced Competence in Sexual and Reproductive
Health Nursing (specialist level)**

strategy

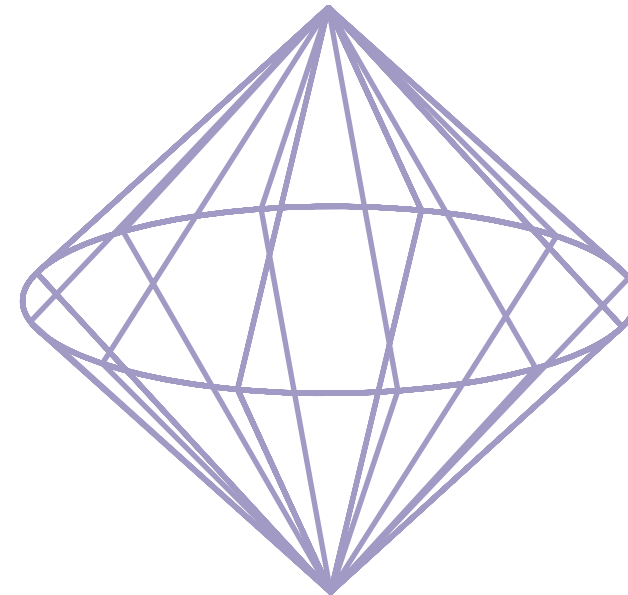
structures

resources

outcomes

Contents

Introduction	2
The Purpose of the Competency Framework	6
How to Use the Competency Framework	6
Steps to Using the Competency Framework	6
QACPD Portfolio CD	6
A Flowchart to Guide your Steps towards Achieving Competence	7
What Kind of Evidence is Required?	8
An Example of Achieving One Competency	9
Knowledge, Skills and Attitudes	10
DOMAIN 1: Professional, Ethical and Legal Practice	11
DOMAIN 2: Care Delivery and Management	12
DOMAIN 3: Personal and Professional Development	17
DOMAIN 4: Clinical Governance	20
References and Suggested Reading	21



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Introduction

Scotland's diverse population and long-standing cultural heritage bearing rich traditions are evidence of wide variations in personal faith and moral values. These are inextricably linked with issues of sexuality and sexual and reproductive health. The challenge is to offer all individuals of all faiths and orientations and any age and mental capacity the opportunity to realise sexual health and wellbeing. This can be achieved through lifelong learning about relationships and sexual health, complemented by accessible, confidential and appropriate clinical services along with advice, counselling and support (SEHD 2005:11).

Sexual and reproductive health is fundamental to wellbeing and can contribute to a sense of wholeness. The World Health Organisation defines sexual health as:

A state of physical, emotional, mental and social wellbeing related to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled (SEHD 2005:2).

Many western societies including Scotland are exposed on a daily basis through the media to sexual references and descriptions. Scotland is a country where, culturally, there can be difficulties associated with the ability to discuss sexual matters openly. However, at the same time, current statistical evidence demonstrates that increasing problems and issues associated with sexual health and poor sexual health outcomes exist. (SEHD 2003:1; SEHD 2005:1). Problems include:

- ◆ sexually transmitted infections (Scottish Centre for Infection and Environmental Health 2004; SEHD 2005:1; Health Protection Scotland (HPS 2005);
- ◆ discrimination and abuse; linked with, gender-based violence, sexual orientation and HIV status (Scottish Executive National Statistics 2002; Beyond Barriers 2003; Rape Crisis Scotland 2003);
- ◆ a high number of teenage pregnancies, particularly in the most deprived areas of Scotland (SEHD 2003:8; UNICEF 2001; NHS Quality Improvement Scotland 2004).
- ◆ Possible negative social and psychological consequences of any bad sexual experience (SEHD 2003:9).

About Respect and Responsibility: Strategy and Action Plan for Improving Sexual Health.

In response to growing concerns about sexual ill-health in Scotland, the Minister for Health and Community Care commissioned a National Sexual Health Strategy with particular reference to:

- ◆ reduce unintended pregnancies and sexually transmitted infections;
- ◆ enhance the provision of and access to sexual health services;
- ◆ promote a broad understanding of sexual health and sexual relationships that encompasses emotions, attitudes and social context.

In January 2005, after consultation, the Scottish Executive published *Respect and Responsibility: Strategy and Action Plan for Improving Sexual Health*. This document will be referred to as *Respect and Responsibility* and contains the overarching aims to:

- ◆ improve the quality, range, consistency, accessibility and cohesion of sexual health services from primary care to specialist genitourinary medicine services, in line with the principles of providing services which are safe, local and appropriate;
- ◆ support everyone in Scotland, including those who face discrimination due to their life circumstances or their gender, race or ethnicity, religion or faith, sexual orientation, disability or age, to acquire and maintain the knowledge, skills and values necessary for good sexual health and wellbeing;
- ◆ influence positively the cultural and social factors that impact on sexual health (SEHD 2005:1).

The role of nurses and midwives working in sexual and reproductive health and relating to Respect and Responsibility (SEHD 2005)

The challenge of *Respect and Responsibility* is to secure a cohesive, seamless approach to clinical services offering individual choice and self-referral. *Respect and Responsibility* aims to provide integrated sexual and reproductive health services across each NHS Board area, which are as local as possible and as specialised as necessary. Therefore the principle is to make best use of resources by providing correct levels of care supported by appropriately trained staff (SEHD 2005:11;13).

Nurses and midwives are at the forefront of sexual and reproductive health and care provision in Scotland (SEHD 2001b). However, they are aware that there are wide variations between NHS Health Board areas regarding availability, quality and choice of these services (SEHD 2005:11). The attitudes, vision, knowledge and skills of nurses and midwives can influence outcomes and are thus very important (Burack 2000; Butler and Solomon 2002). It is imperative that nurses and midwives working in the field of sexual and reproductive health should prepare well and appropriately. This accords with:

- ◆ the *NHS Knowledge and Skills Framework and Related Development Review* associated with Agenda for Change and, Continuing Professional Development of individual nurses and midwives (SEHD 2003b; NMC 2004).
- ◆ current SEHD policy (SEHD 2005:16).

Specialist competence in sexual and reproductive health

In 2003 NES facilitated a series of meetings to examine broad areas of competence necessary for generic Sexual and Reproductive Health Nursing. This work resulted in A Route to Enhanced Competence in Sexual and Reproductive Health Nursing (post-registration pre-specialist level) (NES 2004). This competency framework:

- ◆ reflects the challenge to improve sexual and reproductive health as set out by the SEHD (2003a);
- ◆ builds on other strategic documents which acknowledge the unique contribution of nurses and midwives towards sexual health improvement (SEHD 2001a; SEHD 2001b);
- ◆ contains the competencies for post-registration pre-specialist level of sexual health nursing;
- ◆ builds on the wealth of knowledge and experience currently available within Scottish sexual and reproductive health practice.

In addition, nurses and midwives working in sexual and reproductive health at *specialist* level should benefit from achieving competencies designed for this level of practice. This should enhance practice. Competencies provide the opportunity for nurses and midwives to develop their role in the provision of services available for clients. They can also be used with *The Knowledge and Skills Framework* (SEHD 2003b) to guide the development of the individual and assist with career planning. In addition, to adopt agreed and standardised competency frameworks facilitates the development of appropriate courses at specialist level and beyond.

Introduction

In line with the policy within *Respect and Responsibility*, NHS Education for Scotland (NES) has the responsibility to support the development of education and training (SEHD 2005:21). NES is therefore currently instrumental in the development of competencies to support the role of sexual and reproductive health nurses and midwives in both primary care and specialist services.

In 2004 and 2005 NES facilitated a further series of meetings to examine and formulate competencies to be developed for staff working in sexual and reproductive health services who have achieved the level of enhanced competence and who are working towards a higher level of competence.

This competency framework builds on the competencies of its predecessor. Its competencies take nurses and midwives working in the field of sexual and reproductive health and wellbeing to specialist level. The competency frameworks will facilitate a flexible and developmental approach to enable practitioners to reach this level of practice.

The Specialist Competency Framework

The specialist competency framework requires the nurse and midwife to be able to build on the preceding framework. This will further develop their knowledge and skills. Following the philosophy of *Respect and Responsibility* (SEHD 2005) those with specialist competencies will:

- ◆ Influence, and manage the service delivery of sexual and reproductive health care in Scotland within the context of relevant legal and ethical frameworks.
- ◆ Demonstrate competence, innovation and clinical leadership in care delivery and management in all contexts appropriate to clients' sexual and reproductive health needs.
- ◆ Participate in integrated and co-ordinated sexual health services developing inter-professional and partnership working.

- ◆ Delegate and supervise sexual and reproductive health care delivery.
- ◆ Contribute to continuing professional development and lifelong learning in order to enhance individual and team members' knowledge, skills, values and attitudes required for safe and effective practice.
- ◆ Lead and facilitate continuing personal professional development which provides all staff with the knowledge, skills and competencies to ensure provision of a high quality specialist service.
- ◆ Provide leadership for the sexual and reproductive health nurse team in activities which enhance the quality of care delivered by the multi-disciplinary team.
- ◆ Within the agenda of Clinical Governance, influence the development of the mission and core principles of sexual health services.

This competency framework is for nurses and midwives aiming to work in reproductive and sexual health and wellbeing at specialist level. It goes well with the philosophy of promoting respect and responsibility (SEHD 2005). The professional group who compiled the competency framework recognises that there are many different faiths and cultures in Scotland. It is essential that all service providers and service users recognise and respect that diversity. The principles of equity, respect and accessibility to clinical services and lifelong learning apply to sexual and reproductive health, whatever our race, ethnicity, disability, gender or sexual orientation, age or religion. The framework reflects this and the unique role that nurses and midwives hold in the promotion of these principles and the support of all service users.

Definitions

- Competence:** a bringing together of general attributes: knowledge, skills and attitudes. In this way competence is seen to be holistic and focuses on a standard or level of performance. Skill without knowledge, understanding and the appropriate attitude does not equate with competent practice. Thus, competence is, 'the skills and ability to practise safely and effectively without the need for direct supervision' (UKCC 1999; Watson 2002).
- Competency:** to facilitate the development of competence a number of component parts are identified, known as competencies.
- Domain:** an overarching statement which gives an indication of what the competencies are about.
- Indicator:** a pointer giving detailed information regarding the contents within a competency.

The Purpose of this Competency Framework

The purpose of this competency framework is to help individual practitioners who have reached the enhanced level of sexual and reproductive health nursing to reflect on their practice and plan their future development. On completion of this framework, regardless of how services are configured, it is expected that nurses and midwives will possess the knowledge and skills outlined in this competency framework to be able to deliver sexual and reproductive health care at a specialist level.

How to use the Competency Framework

The framework should be completed in conjunction with the document **Continuing Professional Development Portfolio: A Route to Enhanced Competence (NBS 2000)**. In order to develop your own personal portfolio you need to reflect and record your past experience and learning, and plan towards the achievement of Enhanced Sexual and Reproductive Health Competence. Your portfolio should act as a record of this.

QACPD Portfolio CD

A copy of the undernoted Continuing Professional Development Portfolio documents are supplied on the enclosed CD in Acrobat PDF format.

A Route to Enhanced Competence and

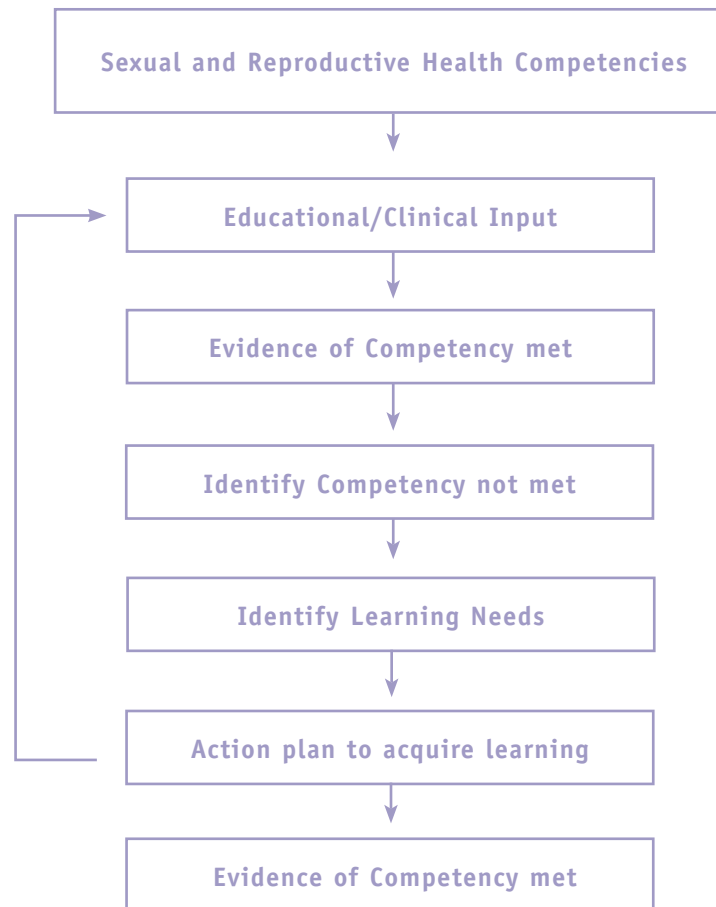
A Route to Enhanced Competence in Sexual and Reproductive Health Nursing (specialist level)

These documents may be printed out for reference.

Steps to using the Competency Framework

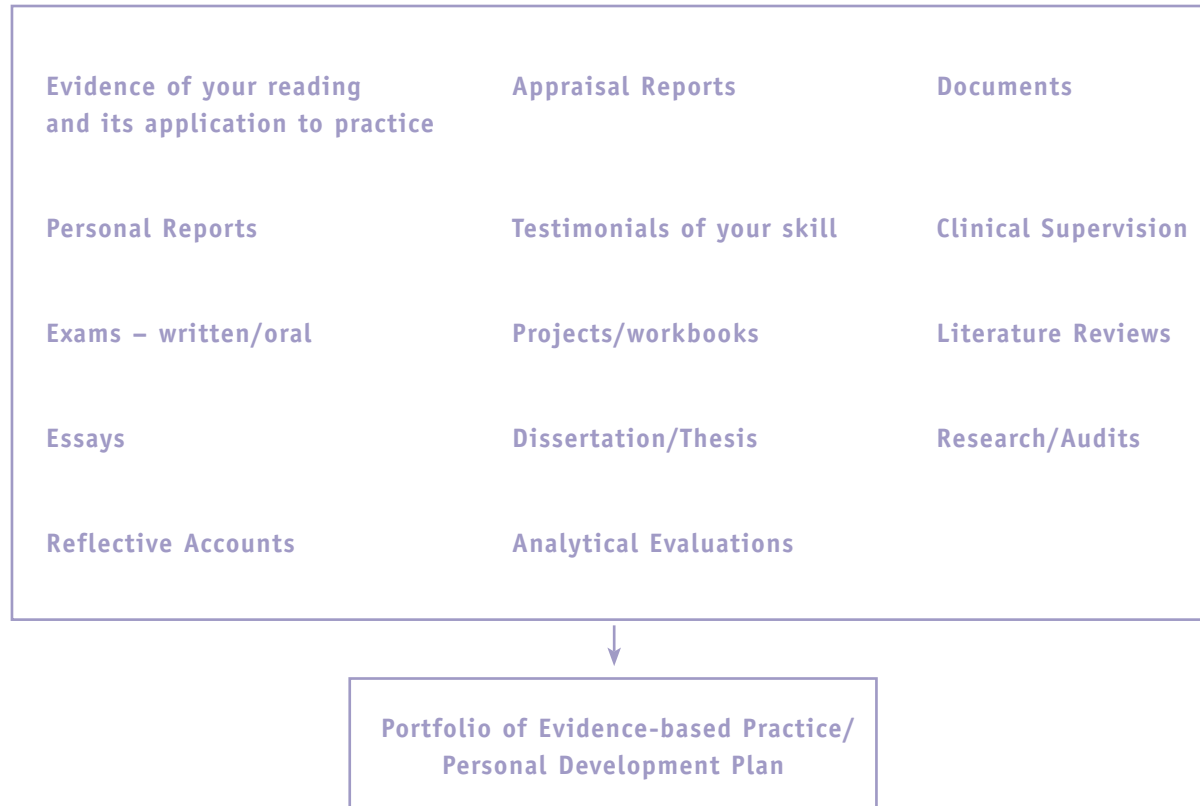
- Step 1** Read the Sexual and Reproductive specialist competencies and identify where you meet the knowledge and skills outlined. Gather evidence which verifies this.
- Step 2** Appraise the level of your knowledge and skills within the competencies you feel you meet. Are there any aspects you feel need to be developed further?
- Step 3** Identify the competencies which you feel you do not meet.
- Step 4** Agree with your manager, in-house CPD staff and/or Higher Educational Institution an educational programme which provides the learning you require in order to meet the competencies.
- Step 5** Set goals and an action plan to achieve the outstanding competencies.
- Step 6** Through your personal portfolio provide evidence that you meet all the competencies set out in the framework.

A Flowchart to Guide your Steps Towards Achieving Competence



What Kind of Evidence is Required?

Ways in which you can demonstrate you have met the competencies include:



Level of Competence

If working towards an academic award, the level and amount of credit awarded for the achievement of competence will be decided by the awarding institution. It is important to have liaison and discussion with the appropriate staff at the institution.

An Example of Achieving One Competency

Drawing on your experience in the practice setting write a reflective account of how you have analysed the diverse range of clients and their cultural needs when they attend for sexual health care. Demonstrate the contribution that nurses and midwives working in sexual and reproductive health can make to this.

Domain 2: Care Delivery and Management

FORMAT

1. Consultation

Select from a consultation at which you were involved, information on which to hinge your account. Briefly discuss the history and presenting needs of the client.

2. Research Evidence

Critically analyse the evidence which supports your discussion and understanding of the issues. The literature needs to be research evidence and not the author's opinion or personal views. Scrutinise the research. Is it valid and reliable? Assess the conclusions. Be objective.

3. Actions

Indicate what you did. Support your actions with evidence-based research.

4. Reflect/Future Practice

Using a theory of reflective learning highlight what you have learned from the consultation. Reflect on your performance. Identify any changes or suggestions you may have for improving practice or a similar consultation in the future. Link what you have learned to a theory or theories of reflection.

5. References

Ensure all the research evidence is referenced appropriately.

EXAMPLE

A 38 year old Asian businessman attended with urethral discharge. He has a wife and 2 children, both females. His last business trip was to Thailand 3 months ago. He has had several extra-marital relationships. His wife is pregnant.

This may include critical analysis of cultural perspectives on acceptable sexual behaviour and sexual health, evidence-based screening, nurse accountability for screening for STIs, information, advice and counselling, partner notification, ethical issues for nursing.

Which test(s) did you carry out? How did you do this?

On which issues did you counsel the client? How did you provide health information?

Remember Nurse Accountability

What learning did you bring to the consultation?

How did you handle this consultation?

Were there ethical issues? How did you feel?

How could your and others' practice be improved in the future?

Knowledge, Skills and Attitude

Every domain, along with its competencies and indicators, requires knowledge, skills and attitudes in order to develop, maintain and improve practice.

The table below demonstrates the inter-related key elements.

Key elements:	
Knowledge	Subject area. This relates to the individual domain and may include some or all of the following: policy; strategy; legislation; accountability; research; and professional knowledge.
Skills	How to apply knowledge. New skills are acquired along with the development of existing skills.
Attitudes	Beliefs, feelings and behaviour. This includes: respect for values of others; self-awareness; commitment to the subject-area.

(Rogers, 2003: 86)

Examples of Knowledge, Skills and Attitudes can be found in NHS Education for Scotland (2004).

Domain 1: Professional, Ethical and Legal Practice

Competency	Indicator
<p>1.1 Influence and manage the service delivery of sexual and reproductive health care in Scotland within the context of relevant legal and ethical frameworks.</p>	<p>1.1.1 Professional Practice</p> <p>Demonstrate the relevant attitudes of professional accountability.</p> <p>Demonstrate professional responsibility and accountability within the context of the NMC code of practice.</p> <p>1.1.2 Ethical Practice</p> <p>Take appropriate action in dealing with the ethical considerations involved in the sexual and reproductive health service with regard to:</p> <p>Consent, anonymity and confidentiality;</p> <p>Respect for others;</p> <p>Values and beliefs.</p> <p>Participate in and co-ordinate research activity within the context of sexual and reproductive health.</p> <p>1.1.3 Legal Practice</p> <p>Utilise knowledge of national legislation in relation to the provision of sexual and reproductive health services.</p> <p>Influence sexual and reproductive health through implementation of relevant health and social policy.</p> <p>Influence national and organisational policies through the development of clinical guidelines and protocols.</p>

Domain 2: Care Delivery and Management

Competency	Indicator
<p>2.1 Demonstrate competence, innovation and clinical leadership in care delivery and management in all contexts appropriate to clients' sexual and reproductive health needs.</p>	<p>2.1.1 Safe Environment</p> <p>Evaluate the extent to which legislation policies and procedures are implemented in the environment, culture and practice of sexual health nursing.</p> <p>Regularly assess risks to health, safety and security using the results to promote and improve practice.</p> <p>Create appropriate risk reduction management strategies.</p> <p>Take appropriate action to comply with appropriate risk reduction management strategies when there are issues of health safety and security in sexual health nursing.</p> <p>Create and maintain a safe environment which complies with local health service policy for the delivery of sexual and reproductive health care and evaluate through the use of adverse event reporting systems.</p> <p>Implement and monitor the effectiveness of infection control policies and act on indicators relating to an increase in risk.</p> <p>2.1.2 Assessment</p> <p>Respect the dignity, wishes and beliefs of all individuals; involve them in shared decision making; and obtain their consent.</p> <p>Plan and use assessment methods that are appropriate to complex sexual health needs.</p> <p>Use processes of reasoning based on specialist skills, knowledge and experience to assimilate information which addresses the complex needs of clients.</p> <p>Establish a relationship with the client within the boundaries of consent and confidentiality.</p> <p>Communicate in a culturally sensitive manner taking cognisance of the communication needs of the individual.</p>

Domain 2: Care Delivery and Management (continued)

Competency	Indicator
<p>2.1 Demonstrate competence, innovation and clinical leadership in care delivery and management in all contexts appropriate to clients' sexual and reproductive health needs. (continued)</p>	<p>2.1.2 Assessment (continued)</p> <p>Establish clients' level of knowledge relating to their own sexual and reproductive health.</p> <p>Carry out a comprehensive history and critical assessment of sexual and reproductive health risk factors which encompasses physical, psychological, social, cultural and spiritual needs, and establish a therapeutic relationship.</p> <p>Modify this assessment to take account of the age, gender, ethnicity, sexual preference and circumstances of clients.</p> <p>Interpret information collected to identify the sexual and reproductive health needs of the individual.</p> <p>Document information gained in accordance with NMC guidance for record keeping.</p> <p>2.1.3 Planning</p> <p>Identify with all individuals concerned the specific interventions and treatments to be undertaken within the context of the individual's holistic sexual and reproductive health needs.</p> <p>Identify the nature of the different interventions, given the complexity of the issues.</p> <p>Develop and implement relevant care pathways to manage complex client holistic sexual health needs.</p> <p>Co-ordinate and plan care in accordance with evidence-based practice and liaise with other professionals and agencies in responding to individual needs.</p> <p>Consult, liaise and work in partnership with other professionals and agencies to respond appropriately to the needs of individuals and groups.</p> <p>Effectively manage the assessment of vulnerable individuals and/or groups.</p> <p>Ensure care management is clearly documented.</p> <p>Contribute to community planning processes in partnership, to develop seamless sexual and reproductive health services.</p>

Domain 2: Care Delivery and Management (continued)

Competency	Indicator
<p>2.1 Demonstrate competence, innovation and clinical leadership in care delivery and management in all contexts appropriate to clients' sexual and reproductive health needs. (continued)</p>	<p>2.1.4 Intervention</p> <p>Provide specialist care consistent with evidence-based practice underpinned by knowledge, skills and experience and adhering to NMC guidelines.</p> <p>Co-ordinate a range and sequence of appropriate sexual and reproductive health interventions.</p> <p>Provide information, advice and recommendations on diagnosis, prognosis, treatment and individual management.</p> <p>Carry out sexual and reproductive health screening and provide appropriate advice.</p> <p>Implement a programme of clinical care on an individual basis providing advice and implementing treatment as appropriate, based on current evidence.</p> <p>Where legislation allows, prescribe as appropriate.</p> <p>Support clients when appropriate, to disclose sensitive, personal, sexual and reproductive health information to significant others.</p> <p>Ensure referrals are made in accordance with local policy and national guidelines.</p> <p>Ensure clear documentation of outcomes is made.</p> <p>2.1.5 Teaching</p> <p>Assess the learning needs of the individual client to ensure that the sexual and reproductive health information provided meets their personal learning requirements.</p> <p>Utilise effective learning methods tailored to individualised learning needs.</p> <p>Act as a resource for colleagues carrying out effective and evidence based learning with clients.</p> <p>Facilitate and encourage the adoption of healthy sexual and reproductive lifestyles through education and empowerment of all clients.</p>

Domain 2: Care Delivery and Management (continued)

Competency	Indicator
<p>2.1 Demonstrate competence, innovation and clinical leadership in care delivery and management in all contexts appropriate to clients' sexual and reproductive health needs. (continued)</p>	<p>2.1.6 Health Promotion</p> <p>Assess sexual health needs in the community as a whole and utilise appropriate health promotion strategy.</p> <p>Critically appraise the approaches to health promotion in order to develop targeted strategies towards sexual well-being.</p> <p>Capitalise on all opportunities to promote sexual and reproductive health.</p> <p>Liaise and work with appropriate professionals and agencies to promote sexual and reproductive well-being.</p> <p>Anticipate barriers and take action to minimise these in the achievement of sexual and reproductive well-being.</p> <p>Ensure evidence-based communication approaches are used to empower clients to make appropriate sexual and reproductive health choices.</p> <p>Advise on the dangers of risk-taking behaviours and promote risk reduction strategies.</p> <p>Critique and share relevant information to encourage individuals to adopt safe sexual and reproductive health practices.</p> <p>2.1.7 Evaluation</p> <p>Continuously monitor care delivery and take effective action to address quality issues.</p> <p>Reflect on current practices to inform sexual and reproductive health care development.</p> <p>Identify new and emerging developments of potential relevance to sexual and reproductive health.</p> <p>Audit and analyse the impact of innovation on practice.</p>

Domain 2: Care Delivery and Management (continued)

Competency	Indicator
2.2 Develop inter-professional partnership approaches.	<p>2.2.1 Interprofessional/Partnership Working</p> <p>Develop and monitor the implementation of local guidelines taking account of national directives.</p> <p>Act as a resource for other professionals who may be involved in sexual and reproductive health care.</p> <p>Establish and contribute to sexual and reproductive health networks; share good practice; and establish communication links.</p> <p>Provide expertise and support to others to improve their knowledge and understanding of sexual and reproductive health issues.</p>
2.3 Delegate and supervise sexual and reproductive health care delivery.	<p>2.3.1 Delegation/Supervision of Care Delivery</p> <p>Foster ethical, legal and professional awareness and responsibility in other members of the sexual and reproductive health nursing team.</p> <p>Assess the competence of others prior to delegating aspects of sexual and reproductive health care.</p> <p>Provide leadership, support and supervision to staff undertaking delegated sexual and reproductive health care.</p>

Domain 3: Personal and Professional Development

Competency	Indicator
<p>3.1 Ensure continuing professional and personal development and life-long learning to enhance knowledge, skills, values and attitudes required for safe and effective practice.</p>	<p>3.1.1 Personal and Professional Development of Self</p> <p>Identify and access appropriate learning opportunities relevant to sexual and reproductive health and use knowledge gained to improve practice.</p> <p>Use continuing professional development and lifelong learning to develop and lead on improving clinical practice in sexual and reproductive health nursing.</p> <p>Participate in appropriate professional groups and activities pertinent to clinical and professional development.</p> <p>Facilitate personal learning through reflective practice mechanisms.</p> <p>Participate in clinical supervision to develop sexual and reproductive health nursing practice.</p> <p>Review sexual and reproductive health nursing practice through audit and, where appropriate, relevant research.</p> <p>Review on a regular basis professional literature relevant to sexual and reproductive health care.</p> <p>Utilise evidence to develop personal sexual, and reproductive health nursing practice.</p> <p>Identify areas of personal development required to contribute to and improve sexual and reproductive health care services and practice.</p> <p>Participate and influence at a national level in the development of policy and guidelines.</p>

Domain 3: Personal and Professional Development (continued)

Competency	Indicator
<p>3.2 Support and facilitate continuing personal professional development to provide staff with the knowledge, skills and competencies to ensure provision of a specialist reproductive and sexual health care service.</p>	<p>3.2.1 Personal and Professional Development of Team Members</p> <p>Identify the level of competence required by team members to ensure professional practice is maintained.</p> <p>Identify training needs relevant to service development and delivery.</p> <p>Facilitate access to learning opportunities for the team to contribute to improved clinical practice.</p> <p>Facilitate learning by using reflective practice models.</p> <p>Lead and facilitate learning and development through the use of personal development frameworks.</p> <p>Ensure that team members are practising within the limits of their competence and in accordance with local and national policies and within the NMC Code of Professional Conduct.</p> <p>Identify potential areas for research development in partnership with others.</p> <p>Lead and participate in audit and evaluation to ensure clinical practice is in accordance with local and national policies and NMC Code of Professional Conduct.</p>

Domain 3: Personal and Professional Development (continued)

Competency	Indicator
<p>3.3 Lead the sexual and reproductive health nursing team to contribute to multidisciplinary activities that improve sexual and reproductive health care.</p>	<p>3.3.1 Leadership</p> <p>Participate in and influence the development and implementation of national and local strategies, guidelines and policies in relation to sexual and reproductive health care.</p> <p>Lead on the local development and implementation of protocols and guidelines to improve sexual and reproductive health care.</p> <p>Lead and develop quality assurance processes including audit and evaluation of sexual and reproductive health care.</p> <p>Contribute to and participate in research activities where appropriate.</p> <p>Manage change effectively and efficiently providing leadership and support, based on evidence of change management principles.</p> <p>Lead and support professional development to enhance and improve reproductive and sexual health care.</p> <p>Practise within robust local clinical governance frameworks.</p>

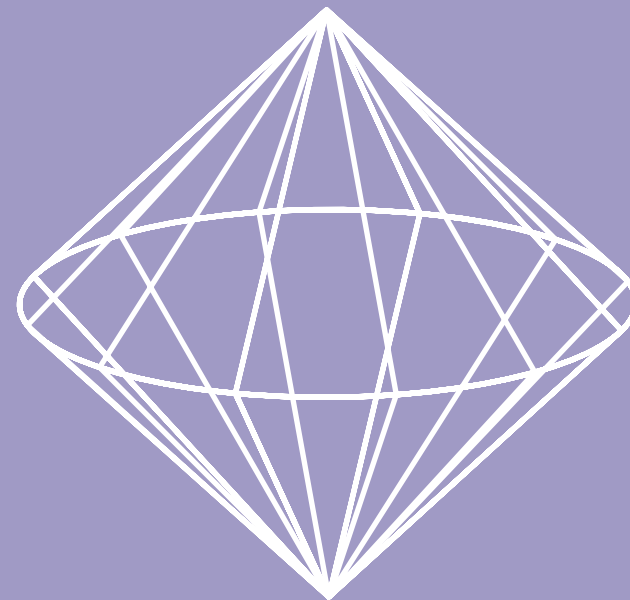
Domain 4: Clinical Governance

Competency	Indicator
<p>4.1 Within the agenda of Clinical Governance, influence the development of the mission and core principles of sexual and reproductive health services.</p>	<p>4.1.1</p> <p>Initiate clinical audit to enhance the management of change.</p> <p>Develop, implement and monitor local protocols and guidelines.</p> <p>Involve service consumers in the governance agenda to monitor and evaluate current service provision.</p> <p>Function at an appropriate level of leadership within the service.</p> <p>Act as a supervisor for colleagues and students.</p> <p>Co-ordinate appraisal processes.</p> <p>Contribute to the development of national and local guidelines.</p> <p>Maintain the principle of relevant policies, protocols and guidance in accordance with current and emerging evidence.</p> <p>Evaluate and update policies, protocols and guidance as appropriate.</p> <p>Participate in the education and training of others in relation to implementation of policies, protocols and guidance.</p>

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Notes



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