

**Northern Ireland Practice and Education Council  
for Nursing and Midwifery**

***GUIDANCE to SUPPORT the  
COMMISSIONING, DESIGN, DELIVERY  
and APPLICATION of  
LEARNING and DEVELOPMENT ACTIVITIES***

*for*

***Ward Sister/Charge Nurse and Community Team Leader roles***

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<b>CONTENTS</b>		<b>PAGE</b>
1.0	Introduction	<b>1</b>
2.0	Who the guidance is for	<b>3</b>
3.0	How to use the Learning and Development Framework	<b>4</b>
4.0	Learning and Development Framework	<b>2</b>
4.1	Preparation for the role of Ward or Community Team Leader	<b>6</b>
4.2	Development of newly appointed Ward or Community Team Leader	<b>8</b>
4.3	Development of experienced Ward or Community Team Leader	<b>10</b>
<b>APPENDICES</b>		
	Appendix 1 – Suggested Orientation Template for Newly Appointed Ward Sisters/charge nurses	<b>13</b>
	Appendix 2 – Suggested Orientation Template for Newly Appointed Team Leaders	<b>17</b>

## 1.0 Introduction

Nursing and midwifery leadership is vital to the delivery of safe and effective person-centred care and, in particular, the Ward Sister/Charge Nurse and Team Leader roles are crucial in ensuring the delivery of safe, effective, compassionate, person-centred care as highlighted by Charlotte McArdle, Chief Nursing Officer, Department of Health, Social Services and Public Safety<sup>1</sup>. The huge breadth of these roles across clinical practice, education, teaching, leadership and management requires access to relevant learning and development opportunities, both formal and informal to support the development of knowledge, skills, attitudes and behaviours. It is also essential that those interested in the position of Ward Sister/Charge Nurse or Team Leader<sup>2</sup> are adequately prepared for this important leadership role.

In 2011, a Regional Group was set up to develop a framework to guide the design and delivery of learning and development programmes/activities to prepare nurses and midwives for leadership roles now and in the future. This work built on the competence assessment tool and career progression pathway and learning and development framework that were developed to support and strengthen the role of Ward Sisters, Charge Nurses and those nurses and midwives aspiring to the roles. (Leading Care Project, 2009 - 2010). In 2011, a Leading Teams Project (2011-2012) developed similar resources for Team Leaders. Subsequently the members of the Leading Teams Steering Group agreed that one guidance document should be developed to ensure that resources developed from the Leading Care and Leading Teams Projects support the commissioning, design and application of learning and development programmes/activities for Ward Sisters/Charge Nurses and Team Leaders or those aspiring to these roles.

For further information about the above Projects:

- Leading Care Project  
[www.nipec.hscni.net/pw\\_regionalwardmanager](http://www.nipec.hscni.net/pw_regionalwardmanager)
- Leading Teams Project  
[www.nipec.hscni.net/cw\\_teamleader](http://www.nipec.hscni.net/cw_teamleader)

Other professional groups may also find this guidance document and the accompanying resources helpful.

The resources that have particular relevance to this document are the *Competence Assessment Tools*<sup>3</sup> (NIPEC 2010 and NIPEC 2012)) (Figure 1) and the *Career Progression Pathway and Learning and Development Framework* (Figure 2).

<sup>1</sup> McArdle, C (2013) Chief Nursing Officer's Keynote Address at the *Inaugural Ward Sister, Charge Nurse and Team Leader Conference*, 17 April 2013 King's Hall Belfast.

<sup>2</sup> Ward Sister Charge Nurse and Team Leader will hereafter be referred to as Ward and Community Team Leader.

<sup>3</sup> NIPEC (2010) *Supporting Professional Development: A Competence Assessment Tool for Ward Sisters/Charge Nurses* (revised October 2010). Belfast: NIPEC.

NIPEC (2012) *Supporting Professional Development: A Competence Assessment Tool for Team Leaders*. Belfast: NIPEC.

Figure 1. Competence Assessment Tools for Ward and Community Team Leaders

Competence Assessment Tool for Ward Sisters/Charge Nurses (NIPEC, 2010)



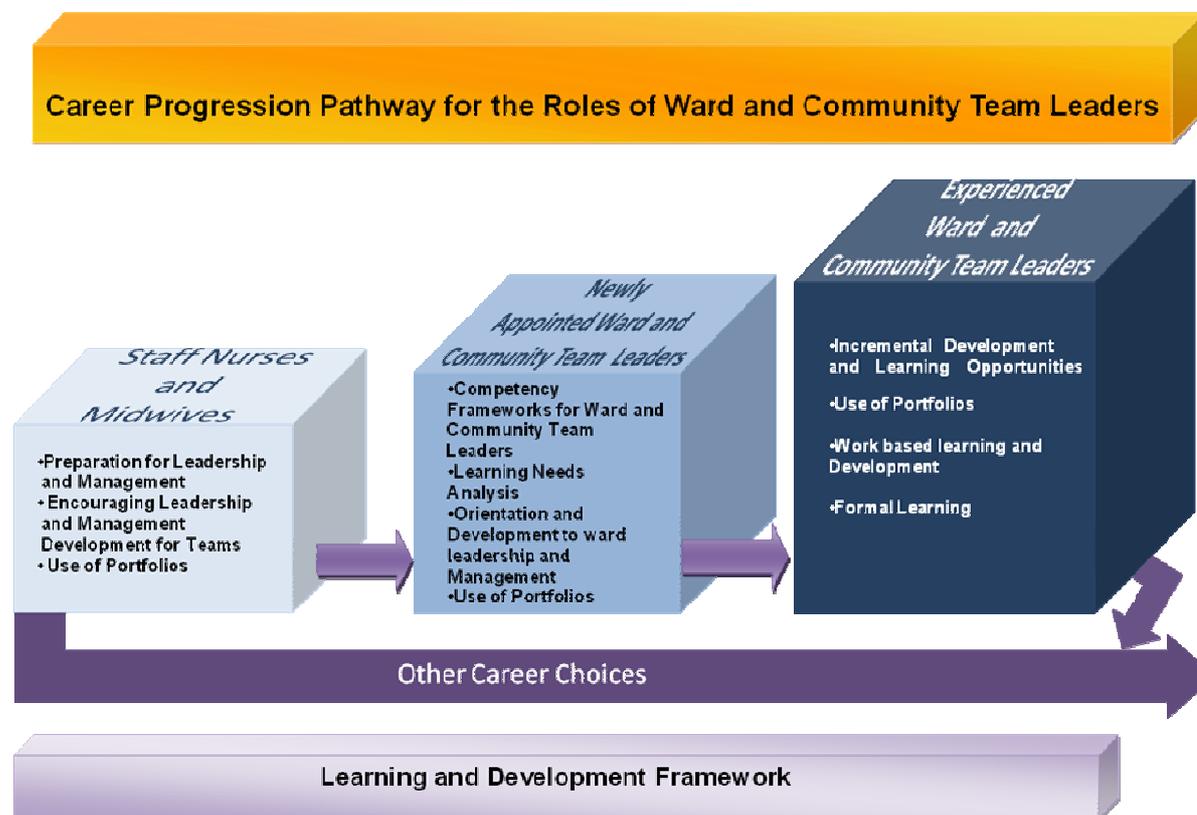
Competence Assessment Tool for Community Team Leaders (NIPEC 2012)



Within the relevant Competence Assessment Tool, the four domains and corresponding competency areas are core to each Ward and Community Team Leader's role. The individual can complete a self-assessment against the competence statements within each competency area to plan for his/her learning and development. Visit the mini-websites at [www.nipec.hscni.net](http://www.nipec.hscni.net) to view the tools or [www.nipecdf.org/compro](http://www.nipecdf.org/compro) to complete them online.

The career progression pathway is underpinned and supported by a learning and development framework, see Figure 2.

**Figure 2: Career Progression Pathway and Learning and Development Framework**



## 2.0 Who the guidance is for

2.1 This guidance document will explain the way in which the Learning and Development Framework (Section 4, page 6) can be used to support the career progression of practitioners into and within the roles of Ward and Community Team Leader. It was developed for the following audiences:

- colleagues with responsibility for designing and delivering learning and development activities in the workplace, in-service or in higher education organisations.
- commissioners of learning activities, including leadership and management development programmes.
- Line managers who are planning and supporting the development of Ward and Community Team Leaders and those interested in the role. It will also provide information for practitioners to guide their choice of appropriate learning and development activities to support them in their career progression.

- 2.2 Suggested orientation templates for Ward and Community Team Leaders are available in Appendices One and Two. These templates will be particularly useful to support those newly appointed to their role to help them plan, with their line manager, an effective orientation.

### 3.0 How to use the Learning and Development Framework

- 3.1 The Learning and Development Framework has two core elements to support the development of individuals in, or aspiring to, the role of Ward or Community Team Leaders:

- themes of learning and development and suggested examples of relevant activities.
- principles of learning and development, mapped under each of the four domains within the relevant competence assessment tool.

#### 3.2 *Application of the Learning and Development Framework*

The guidance should be read and used in conjunction with the relevant Competence Assessment Tools:

- Ward Sisters and Charge Nurses (NIPEC 2010)
- Team Leaders (NIPEC 2012)

and other relevant professional and service documents, including professional codes, standards and guidance; NHS Knowledge and Skills Framework (DH, 2004<sup>4</sup>); organisations' policies; frameworks related to performance assessment, education, training, learning and development activities.

- 3.3 Section 4 presents the Learning and Development Framework and comprises the learning and development themes in Boxes 1, 2 and 3, which are specific to:

- preparing individuals for the role of Ward or Community Team Leader (p6)
- developing those who were newly appointed to the role (p8)
- continuing to develop those experienced in the role of Ward or Community Team Leaders (p10).

These themes are the core activities in which the individual must develop **expertise** – not just competence alone.

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<sup>4</sup> Department of Health (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process*. London: The Stationery Office.

### 3.4 Using the Learning and Development Framework

To facilitate the planning of appropriate learning activities to meet an individual's development needs, activities core to the role of the Ward and Community Team Leader role have been mapped to each competency domain. The Framework can be used in the following ways:

- I. As a guide for those commissioning, designing or delivering a programme or learning activity for:
  - newly appointed Ward and Community Team Leaders
  - experienced Ward and Community Team Leaders
  - practitioners interested in these roles.

Learning activities should be tailored to meet the needs of the target audience in order to develop the knowledge, skills, attitudes and ultimately behaviours of the individuals across each of the four competency domains and relevant areas of the Competence Assessment Tools.

- II. As a reference for line managers to inform the learning needs analysis process and facilitate the identification of learning and development activities to meet individuals' development needs.
- III. As a guide for practitioners or newly appointed/experienced Ward and Community Team Leaders to help them identify activities which would enhance their competence/expertise.

Visit [www.nipec.hscni.net/wardsister](http://www.nipec.hscni.net/wardsister) or [www.nipec.hscni.net/teamleader](http://www.nipec.hscni.net/teamleader) for more advice and guidance and also [www.nipecdf.org/learn](http://www.nipecdf.org/learn) to view a wide range of useful learning and development activities.

- 3.5 To ensure consistency this guidance should be used by those planning, designing and delivering learning and development activities either:

- commissioned directly through the nursing/midwifery education commissioning process or
- requested directly by Trusts from the Clinical Education or Leadership Centres.

In addition, commissioned programmes may be subject to monitoring against the DHSSPS Quality Assurance Framework (2011)<sup>5</sup>.

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<sup>5</sup> Department of Health Social Services and Public Safety (DHSSPS) (2011) *Quality Assurance Framework for DHSSPS Commissioned Development and Education (Non-NMC Registered or Recorded)*. Belfast: DHSSPS.

## 4.0 LEARNING AND DEVELOPMENT FRAMEWORK

### 4.1 *Preparation for the Role of Ward or Community Team Leader*

The learning and development themes in Box 1 have been identified as relevant for any practitioner interested in pursuing a career as a Ward or Community Team Leader.

#### **Examples of Learning and Development Activities**

Undertaking appropriate learning and development activities within the five themes listed will assist nurses and midwives to develop their knowledge and skills in:

#### **Box 1. Themes of Learning and Development for practitioners**

1. Risk Management.
2. Continuous Improvement.
3. Delegation.
4. Accountability.
5. Understanding Culture.

- Methods of monitoring and maintaining standards of care.
- The impact of relevant Trust and DHSSPS policies and protocols for the care/service delivery setting.
- The impact of relevant NMC standards on practice.
- The principles of leadership and management for teams.
- The lines of professional accountability, organisational accountability, performance management and staff development processes within multi-professional team environment.
- The principles of effective resource management within allocated budgetary constraints.
- Awareness and understanding of a culture of continuous improvement.
- Exposure to the tools of continuous improvement, e.g. root cause analysis, critical analysis, problem solving techniques and audit.
- Understand the application of risk assessment and risk management processes and learn relevant lessons.
- Awareness and understanding of safeguarding procedures.
- The elements required to provide a supportive environment that enables staff and students to demonstrate ongoing learning and development.
- The underpinning principles required to develop services within a multi-professional environment to ensure best practice and that care provided is compassionate, person-centred and evidence-based.
- Ability to raise and articulate concerns in a professional and constructive way, in line with relevant professional and organisational guidance and processes.

**Preparation for the Role of Ward or Community Team Leader**

The learning and development activities should focus on developing the knowledge, skills, attitudes and behaviours of nurses and midwives in relation to each of the principles. The principles are mapped against the four domains of the relevant *Competence Assessment Tools* (NIPEC 2010 and NIPEC 2012).

<b>Mapped to Domain 1: Safe and Effective Practice</b>	<b>Mapped to Domain 2: Enhancing the Patient/Client Experience</b>
<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Supporting and challenging</li> <li>b. Being a catalyst for change</li> <li>c. Promoting positive attitudes and behaviour</li> <li>d. Problem solving approaches</li> <li>e. Overcoming resistance and reluctance</li> <li>f. Managing difficult situations</li> <li>g. Measurement and evaluation</li> <li>h. Risk management</li> <li>i. Effective governance</li> <li>j. Professional standards and guidance</li> </ul>	<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Promoting and maintaining environmental standards as per organisational policies.</li> <li>b. Promoting person-centred cultures</li> <li>c. Self-awareness of own values and beliefs and their impact on the patient experience.</li> <li>d. Promoting meaningful patient and public involvement</li> <li>e. Managing quality through effective management of feedback and continuous quality monitoring.</li> </ul>
<b>Mapped to Domain 3: Leadership and Management</b>	<b>Mapped to Domain 4: Deliver Organisational Objectives</b>
<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Self-awareness and self-management, including for example: managing stress, assertiveness, CPD and ongoing career progression, individual learning styles, learning needs analysis, time management</li> <li>b. Developing a support network</li> <li>c. Leading an effective team</li> <li>d. Understanding culture, political astuteness and influence</li> <li>e. Decision making</li> <li>f. Managing people effectively, including introduction to: recruitment and selection; absence management; staff development, appraisal and performance management</li> <li>g. Managing budgets</li> <li>h. Using ICT resources effectively.</li> </ul>	<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Understanding the culture of the organisation</li> <li>b. Effective organisational planning</li> <li>c. Interpretation of strategy/ translation of vision into goals</li> <li>d. Service improvement tools and techniques, such as root cause analysis; critical analysis; problem solving and audit.</li> </ul>

### ***Newly appointed Ward or Community Team Leader***

The learning and development themes in Box 2 have been identified as necessary for a Ward or Community Team Leader during the first two years of appointment to develop and support the individual in gaining confidence to carry out the responsibilities of the post, providing leadership and ensuring safe, effective compassionate person-centred care.

#### **Examples of Learning and Development Activities**

Undertaking appropriate learning and development activities within the six themes listed will enable the newly appointed Ward or Community Team Leader to:

- Monitor and maintain standards of care.
- Apply and monitor relevant Trust and DHSSPS policies and protocols for care/service delivery setting.
- Apply and monitor relevant NMC standards and guidance for practice.
- Demonstrate skills of effective communication, leadership and management providing clear lines of professional and organisational accountability.
- Monitor and manage the performance and development of staff within the context of a multi-professional team.
- Effectively manage resources within allocated budgetary constraints.
- Develop skills in relation to using the tools of continuous improvement, e.g. root cause analysis, critical analysis, problem solving techniques and audit.
- Implement effective risk management processes.
- Appropriate application of safeguarding procedures.
- Create and maintain an environment that supports staff and students to demonstrate ongoing learning and development.
- Develop services within a multi-professional environment to ensure best practice and that care provided is safe, compassionate, person-centred and evidence based.

#### **Box 2. Themes of Learning and Development for newly appointed Ward or Community Team Leader**

1. Risk management procedures.
2. Tools of continuous improvement.
3. Delegation.
4. Professional accountability.
5. Political astuteness.
6. Emotional intelligence.

## Learning and Development for Newly appointed Ward or Community Team Leaders

The learning and development activities should focus on developing the knowledge, skills, attitudes and behaviours newly appointed Ward and Community Team Leaders in relation to each of the principles. The principles are mapped against the four domains of the relevant *Competence Assessment Tools* (NIPEC 2010 and NIPEC 2012).

Mapped to Domain 1: Safe and Effective Practice	Mapped to Domain 2: Enhancing the Patient/Client Experience
<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Being a change agent</li> <li>b. Supporting and challenging</li> <li>c. Promoting positive attitudes and behaviour</li> <li>d. Problem solving approaches</li> <li>e. Managing resistance and competing demands</li> <li>f. Managing difficult situations</li> <li>g. Measurement and evaluation</li> <li>h. Analysis, interpretation and presentation</li> <li>i. Professional standards and guidance</li> <li>j. Application of effective governance arrangements</li> </ul>	<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Promoting Patient Experience Standards</li> <li>b. Promoting and maintaining environmental standards</li> <li>c. Promoting person centred cultures</li> <li>d. The impact of personal and professional values</li> <li>e. Promoting meaningful patient and public involvement</li> <li>f. Managing quality through effective management of feedback and continuous quality monitoring</li> <li>g. Legislation and impact on practice area.</li> </ul>
Mapped to Domain 3: Leadership and Management	Mapped to Domain 4: Deliver Organisational Objectives
<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Interpretation of own behaviours and impact on others' personality types</li> <li>b. Ability to analyse, reflect and self-evaluate own development needs</li> <li>c. Ability to assess and facilitate learning and development of others</li> <li>d. Appraisal of staff and analysis of their learning needs</li> <li>e. Negotiating skills, being assertive</li> <li>f. Conflict management skills</li> <li>g. Stress management,</li> <li>h. Time management</li> <li>i. Leading and managing the team, including performance management</li> <li>j. Decision making</li> <li>k. Recruitment and selection</li> <li>l. Absence management</li> <li>m. Financial management</li> <li>n. ICT resources</li> <li>o. Representing service within and across organisation(s)</li> <li>p. Creative methods to develop and support staff.</li> </ul>	<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Organisational culture and impact</li> <li>b. Effective organisational planning</li> <li>c. Interpretation of strategy/ translation of vision into goals</li> <li>d. Service improvement tools and techniques, such as root cause analysis; critical analysis; problem solving and audit.</li> <li>e. Corporate governance</li> <li>f. Financial governance</li> <li>g. Service development networking</li> <li>h. Translating strategic vision into action</li> <li>i. Business planning processes.</li> </ul>

The learning and development themes in Box 3 have been identified as necessary to develop and support an experienced Ward or Community Team Leader in carrying out the escalating responsibilities of the post, providing leadership and ensuring safe, effective, compassionate, person-centred care.

### **Examples of Learning and Development Activities**

Undertaking appropriate learning and development activities within the nine themes listed will facilitate the experienced Ward or Community Team Leader to:

- Participate in developing, implementing and monitoring standards, policies, procedures and protocols at an organisational and, where appropriate, regional level.
- Represent the organisation's perspective, policies and position with external agencies, where appropriate, identify the need for change, leading and promoting practice/service development initiatives within the organisation.
- Ensure adherence to relevant NMC standards and guidance for practice.
- Ensure the development and implementation of appropriate systems to capture and disseminate systematically learning and best practice at all levels of the service.
- Proactively manage the appropriate application of safeguarding procedures.
- Network with peers across professional groups within and where relevant, outside the organisation, promoting the exchange of knowledge, skills and resources.
- Build and maintain partnerships with a range of health care professionals and managers in the planning or development of own service, promoting the involvement of patients/clients and carers.
- Foster a culture of evidence-based practice and continuous service improvement within the care/service delivery setting to enhance the patient/client experience through compassionate, person-centred care.

### **Box 3. Themes of Learning and Development for experienced Ward or Community Team Leaders**

1. Strategic risk management procedures.
2. Creating a culture of continuous improvement.
3. Professional accountability.
4. Delegation.
5. Management and resolution of complaints at a local level.
6. Political intelligence and impact on health.
7. Transformational leadership.
8. Thinking differently.
9. Stakeholder mapping.

- Interpret the broader influences and relevant power bases within the organisation and the wider community.
- Understanding the role of the other governing authorities operating within the wider context of health and social care governance.

## Learning and Development for Experienced Ward or Community Team Leaders

The learning and development activities should focus on developing the knowledge, skills, attitudes and behaviours of experienced Ward and Community Team Leaders in relation to each of the principles. The principles are mapped against the four domains of the relevant *Competence Assessment Tools* (NIPEC 2010 and NIPEC 2012).

<b>Mapped to Domain 1: Safe and Effective Practice</b>	<b>Mapped to Domain 2: Enhancing the Patient/Client Experience</b>
<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Knowledge and skills of improvement – people and processes</li> <li>b. Service improvement methodology</li> <li>c. Implementation of change</li> <li>d. Measurement and evaluation</li> <li>e. Sustainability of effective governance arrangements</li> <li>f. Professional standards and guidance.</li> </ul>	<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Standards relating to Patient Experience</li> <li>b. Environmental standards</li> <li>c. Person-centred cultures</li> <li>d. The impact of personal and professional values</li> <li>e. Meaningful patient and public involvement</li> <li>f. Quality of the service</li> <li>g. Legislation and impact on practice area.</li> </ul>
<b>Mapped to Domain 3: Leadership and Management</b>	<b>Mapped to Domain 4: Deliver Organisational Objectives</b>
<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Interpretation of own behaviours and impact on others' personality types</li> <li>b. Reflection and self evaluation of own development needs</li> <li>c. Ability to assess and facilitate learning and development of others</li> <li>d. Appraisal of staff and analysis of the learning needs of others</li> <li>e. Development of personal development plans linking with corporate objectives</li> <li>f. Leading and managing the team, including performance management</li> <li>g. Conflict-resolution skills</li> <li>h. Work-life balance</li> <li>i. Workforce planning.</li> </ul>	<p>Learning activities should focus on the principles of:</p> <ul style="list-style-type: none"> <li>a. Organisational culture and impact</li> <li>b. Implementation of strategy/translation of vision into goals</li> <li>c. Service improvement tools and techniques, such as root cause analysis; critical analysis; problem solving and audit</li> <li>d. Financial governance</li> <li>e. Other organisations and relationships with other governing bodies within the HSC.</li> </ul>

**SUGGESTED ORIENTATION TEMPLATE FOR NEWLY APPOINTED WARD  
SISTERS/CHARGE NURSES**

STAFF NAME
MANAGER
WARD SISTER/CHARGE NURSE BUDDY
DATE COMMENCED
DATE OF COMPLETION
POST LOCATION
DATE OF KSF FOUNDATION GATEWAY
Summary of Previous Experience

**Domain 1.  
Safe & Effective Practice**

**Professional, Ethical & Legal**

	Date completed	Manager's initials	Ward Sister/Charge Nurse initials
Discussion around NMC <i>The code: Standards of conduct, performance and ethics for nurses and midwives</i> and role clarification			
Explanation of job description			
Management structure			
Authorisation framework			
Role of the department in the organisation			
Discussion on Trust Mission Statement			
Role of the Ward Sister/Charge Nurse in relation to implementing Trust policies			
Trust mandatory study requirements			

### Evidence based Practice

<b>Environment</b>			
Tour of unit and other departments			
Discussion on local fire safety instructions			
Role of the Ward Sister/Charge Nurse in fire evacuation preparations			
Discussion on the Ward Sister/Charge Nurse role in achieving environmental cleanliness standards			
Introduction to the Ward Sister's Charter			
Discussion on the Trust Infection Prevention and Control Policy			
Discussion on the Trust Escalation Policy			
<b>Multi-professional working</b>			
Role of the Ward Sister/Charge Nurse in enhancing multi professional working			

## **Domain 2. Enhancing the Patient Experience**

### Patient centred care

	Date Completed	Manager's Initials	Ward Sister/Charge Nurse Initials
Discussion on the development and review of care plans/ pathways			
Discussion on Ward Sister/Charge Nurses responsibility to ensure staff compliance in completion of care bundle audits			
Discuss the role of the Ward Sister/Charge Nurse in acting on audit results			
Discussion on Trust Major Incident Policy and local responsibilities			
Role of the Ward Sister/Charge Nurse in preparation for a major incident			
Discussion on the role of the Ward Sister/Charge Nurse in managing actual and potential risks in the department			

### Co-ordination of Patient journey

Role of the Ward Sister/Charge Nurse in co-ordinating patient flow within the department/hospital			
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**Domain 3.  
Leadership and Management**

**Role Model**

	Date completed	Manager's initials	Ward Sister/Charge Nurse initials
Role of the Ward Sister/Charge Nurse in ensuring work life balance for all team members			
Introduction to the role of Occupational Health Department			
Management of referrals to Occupational Health			
Introduction to KSF dimensions for staff in post			

**Managing the Practice Setting**

Discussion regarding the responsibility of the Ward Sister/Charge Nurse in relation to implementation of Trust Health and Safety at Work Policy e.g. <ul style="list-style-type: none"> <li>• Manual handling</li> <li>• COSHH</li> <li>• Waste disposal</li> <li>• Sharps injury pathway</li> <li>• Zero Tolerance of abuse to staff</li> <li>• Incident/ Accident reporting</li> <li>• Medical Devices</li> <li>• Disciplinary policy</li> <li>• Managing absenteeism</li> </ul>			
Ward Sister/Charge Nurse role in relation to budget management and resources management.			

**Domain 4.  
Delivery of Organisational Objectives**

**Continuous quality improvement  
Service improvement, development and modernisation**

	Date completed	Manager's initials	Ward Sister/Charge Nurse initials
Discussion on corporate management plan			
Discussion on Ward Sister/Charge Nurse role in service development			
Discussion on clinical supervision responsibilities for self and staff			
Management of complaints at local and corporate level			
Discussion on audits carried out by outside agencies			

### Workforce planning

	Date completed	Managers initials	Ward Sister/Charge Nurse initials
Introduction to skill mix of staff in the department			
Discussion on management of staff resources to ensure safe environment			
Introduction to recruitment process in relation to Ward Sister/Charge Nurse role			

This orientation template core elements, and therefore can be enhanced to meet individual's needs and reflect current organisational, professional, legal and statutory requirements.

## SUGGESTED ORIENTATION TEMPLATE FOR NEWLY APPOINTED TEAM LEADERS

STAFF NAME
MANAGER
TEAM LEADER BUDDY
DATE COMMENCED
DATE OF COMPLETION
POST LOCATION
DATE OF KSF FOUNDATION GATEWAY
Summary of Previous Experience

### Domain 1. Safe & Effective Practice

#### Professional, Ethical & Legal

	Date completed	Manager initials	Team Leader initials
Discussion around <i>Standards of conduct, performance and ethics</i> and role clarification			
Explanation of job Description			
Management structure			
Authorisation framework			
Role of the setting within the organisation			
Discussion on Trust Mission Statement			
Role of the Team Leader in relation to implementing Trust policies			
Trust mandatory study requirements			

### Evidence based Practice

#### Safeguarding

Discussion on legislation, local and national policies relating to the safeguarding of children and adults			
Role of the Team Leader in relation to implementing Trust safeguarding policies			
Discussion on Trust operational and professional accountability lines in relation to protection and safeguarding.			
Role of the Team Leader in safeguarding supervision practices and documentation			
<b>Multi-professional working</b>			
Role of the Team Leader in enhancing multi professional working			

#### Domain 2. Enhancing the Patient Experience

#### Patient centred care

	Date Completed	Managers Initials	Team Leader Initials
Discussion on the development and review of care plans/ pathways			
Discussion on Team Leader responsibility to ensure staff compliance in completion of care bundle audits			
Discuss the role of the Team Leader in acting on audit results			
Discussion on Trust Major Incident policy and local responsibilities			
Role of the Team Leader in preparation for a major incident			
Discussion on the role of the Team Leader in managing actual and potential risks			

#### Co-ordination of Patient journey

	Date Completed	Managers Initials	Team Leader Initials
Role of the Team Leader in co-ordinating the patient journey			

**Domain 3.  
Leadership and Management**

**Role Model**

	Date Completed	Managers Initials	Team Leader Initials
Role of the Team Leader in ensuring Work Life Balance for all team members			
Introduction to the role of Occupational Health Department			
Management referrals to Occupational Health			
Introduction to KSF dimensions for staff in post			

**Managing the Service Delivery Setting**

	Date Completed	Managers Initials	Team Leader Initials
Discussion regarding the responsibility of the Team Leader in relation to implementation of Trust Health and Safety at Work policy e.g. <ul style="list-style-type: none"> <li>• Manual handling</li> <li>• COSHH /Waste disposal</li> <li>• Zero Tolerance of abuse to staff</li> <li>• Incident/ Accident reporting</li> <li>• Medical Devices</li> <li>• Disciplinary policy</li> <li>• Managing absenteeism</li> </ul>			
Team Leader role in relation to Budget Management and Resources management			

**Domain 4.  
Delivery of Organisational Objectives**

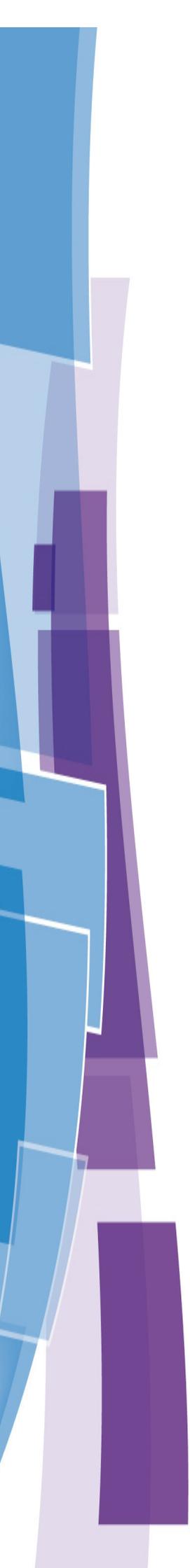
**Continuous quality improvement  
Service improvement, development and modernisation**

	Date Completed	Managers Initials	Team Leader Initials
Discussion on Corporate management plan			
Discussion on Team Leader role in service development			
Discussion on clinical supervision responsibilities for self and staff			
Management of complaints at local and corporate level			
Discussion on audits carried out by outside agencies			

### Workforce planning

	Date Completed	Managers Initials	Team Leader Initials
Introduction to skill mix of staff in the service area			
Discussion on management of staff resources to ensure safe environment			
Introduction to recruitment process in relation to Team Leader role			

This orientation template includes core elements and therefore can be enhanced to meet individual's needs and reflect current organisational, professional, legal and statutory requirements.



For further Information, please contact

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