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NHS Wales Labour Ward Co-ordinator Framework



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Acknowledgements

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Introduction

“The labour ward coordinator is a senior specialist midwife, experienced and clinically proficient with a key leadership role in the multidisciplinary team within the labour ward setting. This can include the wider maternity unit such as the birth centre and inpatient areas. The labour ward coordinator acts as the central focus for the multidisciplinary team supporting and augmenting a culture that provides high standards of woman centred care, promotes a safe environment for women, their foetus/neonate, the multidisciplinary team including learners and visitors. The coordinators are the main channel and synthesisers of information exchange to ensure the smooth running of the labour ward through responsible deployment of resources, supporting and developing staff and working in partnership with others to ensure optimum care is given and received”

(Royal College of Midwives, 2019).

This framework has been devised to help aspiring and current labour ward co-ordinators ensure they have the skills they require for the role. Proficiencies have been developed to support this. In addition, resources are included to continue their professional development as a co-ordinator and ensure they have the skills for the next step in their midwifery career.

We have not referenced the Code throughout the document as it is considered fundamental to practice and implicit in all that we do, however, there are useful resources available from the Nursing and Midwifery Council (NMC) that we would encourage you to access to support you in your role and your role in supporting others.

[The Code \(nmc.org.uk\)](https://www.nmc.org.uk)

[delegation-and-accountability-supplementary-information-to-the-nmc-code.pdf](#)

[Conscientious objection - The Nursing and Midwifery Council \(nmc.org.uk\)](#)

[Additional information on female genital mutilation cases - The Nursing and Midwifery Council \(nmc.org.uk\)](#)



The framework is broken down into three steps:

1. **Developing the skills to become a labour ward co-ordinator.** This step guides you as an aspiring labour ward co-ordinator and ensures you have the skills required to apply for the role when an opportunity arises. To commence this framework, it is essential that you discuss and agree the plans with your line manager.
2. **Becoming a labour ward co-ordinator.** This step guides you through the first twelve months of your new role as labour ward co-ordinator.
3. **Continued role development and further opportunities.** This step will provide you with further learning and development opportunities.

Support from your Health Board

It is recommended that staff are supported to complete Step One with the provision of a development programme agreed between the individual and line manager.

Midwives undertaking Step Two are required to complete a supernumerary period for a minimum of four weeks from the start date of their employment, for those working part-time a longer period may be required and should be agreed with the line manager. During the supernumerary period the individual should spend most of their time working with their learning coach.

It is anticipated that midwives undertaking all stages are given some protected time to work towards the proficiencies, this should be agreed with the line manager. The learning coach may also require protected time to support midwives through the framework. The amount of time allocated should be agreed with your line manager based on individual needs.



Working with your Learning Coach

If you are undertaking step one or two of the Framework, your line manager will allocate you a learning coach. This should be a current labour ward co-ordinator who will support you through your journey.

“Coaching is a way of using questioning and inquiry to help leaders unlock their full potential to achieve personal and professional success.” (NHS Leadership Academy, 2023)

Your learning coach is there to provide you with support and guidance. You are required to meet regularly during your journey to ensure you are receiving the support you need and to reflect on your journey so far. If you are undertaking step two of the programme, you are required to meet with your learning coach within one month of commencing your role as labour ward co-ordinator. Following this, you should arrange to meet at three months, six months and twelve months following commencement.

Working with your Line Manager

Step one - You are expected to complete your annual appraisal on commencement of step one. During your appraisal, discuss your developmental needs and devise a plan with a timeline to complete this step. Arrange to meet with your line manager at the halfway point of this timeline and at the agreed completion date.

Step two - You are expected to complete your annual appraisal within the first three months of your role as labour ward co-ordinator. This should then be repeated following completion of step two (12 months into post). Please ensure you inform your coach and line manager of any issues which are hindering your journey as a new labour ward co-ordinator when they occur throughout the year.

Step three - Use the proficiencies within this framework to identify your learning and development needs throughout your time as a co-ordinator. Use your annual appraisal or arrange a meeting with your line manager to discuss these and create a personal development plan.



Meetings with your line manager and learning coach

Please use the table below to document the dates and times of your annual appraisals.

Name of line manager	
First appraisal (within three months of commencing framework)	
Second appraisal (twelve months after commencing framework)	

Please use the table below to document the dates and times of the meetings with your learning coach (step one and two)

Name of learning coach	
First meeting	
Second meeting	
Third meeting	
Fourth meeting	

Please use the following pages to record each meeting. You can use the proficiencies included in this document to help you identify the areas of the role you feel confident in and the areas where you require further support and guidance.

Meetings with your learning coach - example

Please complete this SOAR assessment prior to each meeting with your learning coach

Strengths	Opportunities
<p>What skills and qualifications do you already possess?</p> <p>What skills and qualifications have you gained during the framework so far?</p>	<p>What opportunities are available to you? Which proficiencies do you think you will need support to achieve?</p> <p>What other resources can you use to achieve your goals? What challenges do you anticipate facing?</p> <p>How will you overcome these? What challenges did you face? How did you overcome these?</p>
Aspirations	Results
<p>What motivates you?</p> <p>What would you like to achieve in the future?</p> <p>How can you use this framework to assist with my development?</p>	<p>How will you measure the results?</p> <p>Are there any proficiencies you have already completed?</p> <p>Are you on track to complete this framework?</p>
Record of discussion	
<p>Please use this area to summarise the discussion- including feedback (to be completed prior to meeting with your learning coach). You are required to complete a reflection prior to your second and fourth meeting in step one and two (see proficiencies for areas where a written reflection is required). The NMC reflective accounts form can be used as a template, or another reflective framework of your choice.</p>	
Development plan prior to next meeting	
<p>Which of the suggested ways to achieve proficiencies are you aiming to complete by the next meeting?</p>	

First meeting with your learning coach

Strengths	Opportunities
Aspirations	Results
Record of discussion	
Development plan prior to next meeting	

Second meeting with your learning coach

Strengths	Opportunities
Aspirations	Results
Record of discussion	
Development plan prior to next meeting	

Third meeting with your learning coach

Strengths	Opportunities
Aspirations	Results
Record of discussion	
Development plan prior to next meeting	

Fourth meeting with your learning coach

Strengths	Opportunities
Aspirations	Results
Record of discussion	
Please use your final meeting to summarise your progress and reflect on your development.	
Further development	
Discuss your goals going forward and how you plan to achieve these	

Domains of practice and proficiencies

The Domains

The RCM has identified four core responsibilities of the labour ward co-ordinator. These have been adapted as four domains for practice with proficiencies linked to each:

- Education training and development
- Research and evidence base to develop and improve practice and service
- Expert clinical midwifery practice
- Professional leadership and management

(Royal College of Midwives, 2019)

The domains have been designed to ensure you develop the skills needed as a labour ward coordinator. You or your health board may identify further training or skills you feel you need to develop in your role. These can be discussed during meetings with your line manager and learning coach. If at any point you require additional support to achieve your proficiencies, arrange a meeting with both your learning coach and line manager present. At this meeting, a Personal Development Plan should be created to help and support you to achieve the required proficiencies.

Proficiencies

The following pages consist of the proficiencies you are required to complete at distinct stages of your journey as labour ward coordinator.

In the example below, the proficiency is expected to be completed as part of Step One, Two or Three.

Actively participate in or lead maternity or perinatal audits.

Steps 1,2,3

In the next example, you are only expected to complete this in Step Three, though you may wish to complete this sooner.

Engage in recruitment process

Step 3

1 - Education, training, and development

Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Identifies own training and education requirements relevant to role, including identifying and undertaking statutory and mandatory training when required</p> <p>Steps 1, 2 and 3</p>	<p>Review statutory and mandatory compliance on ESR regularly, complete any outstanding modules</p> <p>Speak with your line manager, practice development team or health board learning and education team to identify and agree other training or education opportunities available that may be of interest to you and relevant to the labour ward coordinator role. This should include training or education on compassionate and collective leadership, leading compassionate cultures and teams and promoting equity, equality, and inclusive leadership. See Gwella website - Gwella HEIW Leadership Portal for Wales</p> <p>Step 2/3 - Complete training and develop skills in coaching (ask about availability within the health board)</p>	
<p>Complete training in advanced decision making, human factors, situational awareness, and psychological safety</p> <p>Steps 2</p>	<p>Speak with your line manager to find out about the training in place for this in your organisation.</p> <p>Complete a reflection on this training and how it will influence or change your practice</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Demonstrate an ability to facilitate the learning and assessment of others, including emergency obstetric simulation</p> <p>Step 2 and 3</p>	<p>Step 1 - Shadow your colleagues as they facilitate obstetric emergency drills in the clinical setting. Learn about and develop the skills required to effectively facilitate the drills</p> <p>Step 2 - Consider becoming a PROMPT facilitator as a Labour Ward Coordinator</p> <p>Support practice assessors and supervisors in practice, ensuring that students have a high quality learning environment/placement. Act as a practice supervisor to 3rd year students. Complete the Standards for Student Supervision and Assessment training</p> <p>Step 2/3 - Ask the Practice Development Midwife (PDM) for opportunities available to facilitate teaching sessions. Deliver at least one teaching session per year to colleagues or students or evidence ad hoc teaching e.g., Newborn Life Support, simulation (shoulder dystocia), suturing, CTG etc.</p> <p>Lead obstetric emergency drills/simulation in the clinical area or during PROMPT training</p>	

2 - Research and evidence base to develop and improve practice and service

Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Participate or lead in maternity or perinatal audit and service evaluation, use the findings to improve services through improvement methodology</p> <p>Steps 1 and 2</p>	<p>Step 1 - Find out about any current or planned audits and ask to become involved</p> <p>Step 2 - Participate in or lead a maternity or perinatal audit</p> <p>Step 2 - Attend audit meetings and where appropriate present audit findings. Demonstrate learning through discussion with your learning coach or a written reflection</p>	
<p>Participate in quality improvement activities to monitor and improve standards of care</p> <p>Steps 1,2 and 3</p>	<p>Step 1 - Complete 'Foundations in Improvement' (equivalent to Bronze IQT) and 'Fundamentals of Improvement'</p> <p>Step 2/3 - Complete 'Improvement in Practice' this involves completing a quality improvement project based on audit or service evaluation. Present the project to colleagues, highlighting its impact</p> <p>Improvement Cymru Academy courses phw.nhs.wales/services-and-teams/improvement-cymru/improvement-cymru-academy/capability</p> <p>Work in partnership with the health board quality improvement teams, identify and share ideas and suggestions for service improvement. Implement ideas (if agreed), using quality improvement methodologies</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Support the integration of evidence and research based practice to improve clinical outcomes and the working environment</p> <p>Steps 1,2 and 3</p>	<p>Step 1 - Speak with your learning coach, PDM team and line manager about departmental or wider organisational forums you could be involved in</p> <p>Use local, national, or international research to keep updated, provide evidence-based care, and improve practice</p> <p>Suggested reading: Black maternal health (parliament.uk)</p> <p>MBRRACE-UK: Mothers and Babies: Reducing Risk through Audits and Confidential Enquiries across the UK MBRRACE-UK NPEU (ox.ac.uk)</p> <p>Attend relevant national and international conferences</p> <p>Share learning from meetings/forums, research, audit, or service evaluation with your clinical team</p> <p>Be aware of national work e.g., Peri prem, Mat Neo Safety Programme, reports, findings, and recommendations for practice</p> <p>Step 2 - Write or contribute to the development or update of local or national guidance relevant to maternity services</p>	

3 - Expert clinical midwifery practice

Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Demonstrate competence in and the ability to guide and support others in clinical midwifery skills</p> <p>Steps 1 and 2</p>	<p>Step 1 - Demonstrate competence in clinical midwifery skills (e.g., vaginal breech birth, episiotomy, cannulation, suturing, IV medication, maternity critical care) and expert knowledge of clinical guidance and pathways</p> <p>Complete advanced intrapartum fetal surveillance training</p> <p>Step 2 - Demonstrate how you have supported staff to achieve clinical competencies and implement care plans. This could be through discussion with your learning coach and a written reflection</p> <p>Demonstrate competence in leading clinical emergencies, this could be achieved through becoming a PROMPT facilitator</p>	
<p>Demonstrate a robust knowledge of and ability to implement relevant maternity, health board and national guidance</p> <p>Steps 1 and 2</p>	<p>Familiarise yourself with relevant local and national guidance e.g., NICE, RCOG, All Wales Midwifery Led Care guideline</p> <p>Discuss with your learning coach, ensuring you develop a robust knowledge of such guidance and how they are implemented in practice</p> <p>Demonstrate awareness and understanding of health board and national strategies/policies for maternity and neonatal services and discuss with your learning coach how you support implementation locally</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Recognise the co-ordinators' role in optimising physiological birth in a labour ward setting</p> <p>Steps 1,2 and 3</p>	<p>Watch this short video from the NMC on providing person-centred care Person-centred care - The Nursing and Midwifery Council (nmc.org.uk)</p> <p>Promote and support use of wireless telemetry to encourage mobility and use of water, where appropriate</p> <p>Ensure the birthing environment is conducive to physiological birth (i.e., enhancing privacy, limiting interruptions, promoting mobility, access to water immersion (where appropriate))</p> <p>Facilitate discussions with the multi-disciplinary team, the birthing person, and families to ensure interventions (e.g., induction of labour, amniotomy, use of CTG) are clinically indicated and informed consent is given</p> <p>Challenge customs and behaviours which subject women to increased rates of potentially avoidable intervention</p> <p>Support midwives in effective risk assessment and management and individualised care planning in line with evidence based practice</p> <p>Promote and support midwives to provide care during physiological birth for women with additional care needs</p> <p>Ensure health promotion during all birth modes and supporting physiology in all settings</p> <p>Promote and support midwives to provide care during:</p> <ul style="list-style-type: none"> ● Water birth ● Biomechanics ● Vaginal breech 	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Work as part of the multi-disciplinary team to facilitate the woman/birthing persons choices regarding their care</p> <p>Steps 1,2 and</p>	<p>Support midwives to facilitate women/birthing persons wishes, supporting their autonomy over their own bodies and their right to decline treatment</p> <p>Ensure women and birthing people are given unbiased information and can make informed decisions, using risk ratios to aid discussions and using absolute risk where available</p> <p>Be accountable in supporting pathways that promote the safest place of birth for individual women/birthing people based on clinical need</p> <p>Support midwives to provide care during interventional birth for women/birthing people with additional care needs</p> <p>Demonstrate knowledge of guidelines to support best clinical practice and ability to confidently support women/birthing people requesting care outside of guidance and the midwives providing their care</p> <p>Complete National Institute for Health and Clinical Excellence shared decision making learning package- www.nice.org.uk/guidance/ng197/resources/shared-decision-making-learning-package-9142488109</p> <p>Familiarise yourself with the RCM's care outside guidance publication- pre.rcm.org.uk/media/5941/care_outside_guidance.pdf</p> <p>Shadow a consultant midwife, discussing the pivotal role co-ordinators have in facilitating birthing people's choice and autonomy</p>	

4 - Professional leadership and management

Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Demonstrate knowledge and understanding of the labour ward coordinator's role and responsibilities</p> <p>Step 1</p>	<p>Step 1 - Shadow a labour ward co-ordinator, asking questions and gaining knowledge through observation and participation</p> <p>Familiarise yourself with the day-to-day tasks involved in being a labour ward co-ordinator and learn how work is prioritised and allocated</p> <p>Ask colleagues about their understanding of this role and expectations</p> <p>Attend multi-disciplinary team handovers</p>	
<p>Demonstrate proficiency in the day-to-day running of the working environment</p> <p>Step 2</p>	<p>Step 2 - Complete supernumerary period as labour ward coordinator, with support from your learning coach</p> <p>Develop skills and gradually take on the lead shift handover role</p> <p>Develop skills and gradually demonstrate confidence in allocating workload based on skill-mix and ability</p> <p>Suggested reading: heiw.nhs.wales/files/weds-practicing-appropriate-delegation/all-wales-guidelines-for-delegation-2020/</p> <p>Demonstrate awareness of how to contact all members of the multi-disciplinary team</p> <p>Competently and confidently always maintain a 'helicopter view'</p> <p>Develop skills and show ability to plan and organise workload (including elective workload)</p> <p>Demonstrate ability to make judgements on complex midwifery problems. Discuss 5 cases of different scenarios with your learning coach</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Understand the importance of and demonstrate your ability to work as part of and lead an effective team</p> <p>Steps 1,2 and 3</p>	<p>Step 1 - Participate in the multi-disciplinary handover, ward rounds, discussions about clinical cases, acuity, learning events and prioritisation of care</p> <p>Ensure you understand the roles and responsibilities of all members of the team</p> <p>Step 1/2 - Look at resources available on Gwella - Gwella HEIW Leadership Portal for Wales</p> <p>Including those about:</p> <ul style="list-style-type: none"> ● Healthy working relationships ● Managing difficult behaviour ● Compassionately managing conflict ● Compassionate leadership <p>Step 2 - Discuss with your learning coach how you would approach managing conflict or difficult behaviour with compassion</p> <p>Demonstrate ability to work in partnership with other agencies (e.g., social services, drug and alcohol services, wellbeing services), knowing which agencies are available to support women, birthing people and their families and understanding the referral processes</p> <p>Step 2 and 3 - Lead team reflection activities to promote improvements in practice</p> <p>Ask for feedback from members of the multi-disciplinary team</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Demonstrate a robust knowledge of the escalation process, policy, and procedures</p> <p>Steps 1, 2 and 3</p>	<p>Step 1 - Identify and discuss situations where escalation is appropriate</p> <p>Demonstrate knowledge and understanding of the escalation process when acuity is high</p> <p>Demonstrate awareness of how to contact all members of the multi-disciplinary team</p> <p>Record acuity as per your organisation's requirements (e.g., Birthrate Plus®)</p> <p>Step 2 - Implement the escalation policy as appropriate</p>	
<p>Demonstrate knowledge and application of leadership styles</p> <p>Steps 2 and 3</p>	<p>Demonstrate and role model compassionate and collective leadership. Write a reflection on an example from practice</p> <p>Consider postgraduate qualifications through your local university and opportunities available through for example the RCM, speak with your line manager about funding and study leave provision</p> <p>Sign up to Gwella (HEIW Leadership Portal for Wales) - Gwella HEIW Leadership Portal for Wales</p> <p>Demonstrate application of the principles of the NMC's publication- 'Enabling professionalism in nursing and midwifery practice.' www.nmc.org.uk/globalassets/sitedocuments/other-publications/enabling-professionalism.pdf.</p> <p>Step 3 - Consider use of resources such as a Leadership toolkit, if agreed, take the lead in facilitating workshops with colleagues</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Demonstrate an ability to foster a culture based on compassionate and collective leadership</p> <p>Steps 2 and 3</p>	<p>Suggested reading: West M. 2021. Compassionate Leadership. Sustaining Wisdom, Humanity and Presence in Health and Social Care. The Swirling Leaf Press, UK</p> <p>Look at resources available on Gwella related to culture, compassionate and collective leadership- Gwella HEIW Leadership Portal for Wales</p> <p>Show an ability to maintain a positive working environment and address any obstacles that may prevent this</p> <p>Demonstrate knowledge and application of All Wales policies (e.g., Respect and Resolution, Menopause, Managing Attendance at Work) and other supporting guidance available to you in your organisation</p> <p>Ensure visible leadership through engagement with staff. This can be demonstrated through feedback and leadership during your shifts</p>	
<p>Demonstrate a leadership style that is mindful of the diversity of the workforce, ensuring inclusivity for all</p> <p>Steps 1,2 and 3</p>	<p>Encourage an inclusive working environment ensuring that reasonable adjustments are identified and supported for staff with additional needs. Refer colleagues to occupational health and management as appropriate</p> <p>Know how to respectfully challenge any discriminatory remarks or behaviour. Being inclusive and challenging discrimination - The Nursing and Midwifery Council (nmc.org.uk)</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Demonstrate awareness of how to support staff wellbeing</p> <p>Steps 1,2 and 3</p>	<p>Step 1 - Liaise with the health board wellbeing service to learn about what is available for staff</p> <p>Demonstrate confidence in challenging inappropriate behaviours and attitudes. Consider and plan how you might approach this</p> <p>Complete RCOG Workplace Behaviour Toolkit. www.rcog.org.uk/careers-and-training/starting-your-og-career/workforce/improving-workplace-behaviours/workplace-behaviour-toolkit</p> <p>Step 2 - Facilitate informal and formal debrief sessions following incidents or complex cases, ensuring key staff participate. Learn about different debrief models and identify which one/s you may use to facilitate such discussions</p> <p>Step 3 - Become a learning coach for aspiring/new labour ward co-ordinator</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Demonstrate involvement in quality and safety management and processes</p> <p>Steps 1, 2 and 3</p>	<p>Step 1 - Show proficiency in how and when to report an incident</p> <p>Meet with quality and safety colleagues/teams to learn more about relevant processes</p> <p>Demonstrate understanding of the Duty of Quality in Healthcare The Duty of Quality in healthcare GOV. WALES and the Duty of Candour duty-of-candour-statutory-guidance.pdf (gov.wales) and how and when to report situations, behaviours, or errors that impact on care. Support an open and transparent culture</p> <p>Active participation in quality and safety processes—e.g., attending meetings/involvement in route cause analysis (RCA)</p> <p>Step 2 - Provide guidance to team members about the incident reporting process</p> <p>Complete RCA training (ask about what is available in the health board)</p>	
<p>Demonstrate competence in completing annual appraisals and facilitate staff development</p> <p>Step 3</p>	<p>Complete relevant appraisal training</p> <p>Observe other coordinators completing this with members of the team</p> <p>Ask for feedback when completing appraisals</p> <p>Familiarise yourself with opportunities available to staff such as further training or qualifications, development opportunities and forums or quality improvement projects they can be involved in</p> <p>Gain an understanding of how to instigate any necessary competency procedures</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Participate in the patient experience process</p> <p>Steps 2 and 3</p>	<p>Participate and encourage gaining feedback from those using maternity services through a variety of methods</p> <p>Develop an understanding of the coordinator's role in dealing with concerns. Be prepared and willing to talk to parents/families about any concerns they may have</p> <p>Provide women, birthing people, and families with information on how to proceed with unresolved concerns</p> <p>Be aware of the ongoing concerns process by accessing relevant local and national guidelines</p>	
<p>Engage in recruitment process</p> <p>Steps 2 and 3</p>	<p>Demonstrate basic understanding of the role of NWSSP and TRAC</p> <p>Participate in interviewing candidates</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Participate in ensuring the clinical area complies with Health and Safety legislation, standards, and procedures</p> <p>Steps 1,2 and 3</p>	<p>Complete relevant online and face to face learning as required by your health board</p> <p>Demonstrate effective health protection through understanding and applying the principles of infection prevention and control, communicable disease surveillance, and antimicrobial resistance and stewardship (NMC 2015)</p> <p>Additional resources:</p> <p>RCM module Infection Prevention and Control in Maternity (online module for members) Infection prevention and control in maternity (rcm.org.uk)</p> <p>Essential Practice for Infection Prevention and Control Royal College of Nursing, available at: www.rcn.org.uk/-/media/royal-college-of-nursing/documents/publications/2017/november/pub-005940.pdf</p> <p>World Health Organisation IP&C guidance, available at: www.who.int/infection-prevention/about/ipc/en</p> <p>Become familiar with relevant guidelines (e.g., manual handling, safe disposal of sharps)</p> <p>Complete Health and Safety audits</p> <p>Demonstrate awareness of how to maintain a safe clinical area and address any unsafe practices. Escalate and report concerns as appropriate</p>	

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Proficiency	Suggested ways to achieve this	Evidence this has been achieved
<p>Demonstrate an ability to implement safeguarding procedures for children and adults and support others to do the same</p> <p>Steps 1,2 and 3</p>	<p>Attend safeguarding training level 3, ensuring knowledge is up to date for children and adults</p> <p>Know who to contact in emergency situations and be proficient at completing safeguarding referrals and able to guide and support others</p> <p>Demonstrate the knowledge, skills, and ability to identify safeguarding processes and resources in your organisation</p>	
<p>Participate in safe and effective roster management</p> <p>Steps 2 and 3</p>	<p>Undertake training in roster management.</p>	
<p>Demonstrate awareness of resource management</p> <p>Steps 2 and 3</p>	<p>Demonstrate knowledge of stock ordering process and equipment repair procedures</p> <p>Demonstrate knowledge of ordering procedures for controlled drugs</p> <p>Prudent approach to NHS resources. Access the document securing health and wellbeing for future generations (reference)</p>	

Wellbeing resources

Clinical supervisors are available to provide a confidential environment for you to reflect on and discuss your practice. They can provide you with support to develop and reflect on your practice in both individual and group settings.

Additionally, every health board has Wellbeing Services which you can access or signpost members of your team to access as needed. These resources are linked below.

www.aneurinbevanwellbeing.co.uk

bcuhb.nhs.wales/health-advice/five-ways-to-wellbeing

cavuhb.nhs.wales/staff-information/your-health-and-wellbeing

ctmuhb.nhs.wales/staff/employeewellbeing

hduhb.nhs.wales/healthcare/services-and-teams/staff-psychological-well-being-service

sbuhb.nhs.wales/about-us/staff-info/staff-health-and-wellbeing-service

GIG NHS WALES Addysg a Gwella Iechyd Cymru (AAIGIC) Health Education and Improvement Wales (HEIW)

Support following a Traumatic Incident

A traumatic incident is any event that can be considered to be outside of an individual's usual experience and causes physical, emotional or psychological harm.

People all respond to traumatic incidents in different ways, and the feelings experience are perfectly normal – it is the nature of the stressful incident that is not normal. Predicting those of us that may be more vulnerable to experiencing trauma is difficult, as the evidence is not conclusive and because our psychology is complex and, in many ways, different in each of us.

Reactions and Symptoms

Normal reactions to a traumatic event may include:

- Sadness** especially if there have been deaths, injuries or losses of every kind.
- Guilt** for not having been able to do more.
- Anger** at what has happened/whatever caused it/the injustice of it all.
- Shame** for not having reacted as they would have wished or for having been seen as helpless, emotional or needing others.
- Fear** that they may break down or lose control or of a similar event happening again.
- Memories** or feelings of loss or of concern for other people in their lives or of past or similar events.
- Disappointment** which can alternate with hope.

It is normal to experience a range of distressing symptoms for up to 4 weeks after an untoward experience. These may include, nightmares, poor sleep, hyper vigilance (being easy to startle), increase emotionality and tearfulness, all the emotions you mention, reliving and or replaying the experience in your mind, experiencing intrusions of the experience (visual memories, smell, sounds), and having a strong desire to avoid things related to the experience that you didn't beforehand.

Supporting Yourself

Some DOs and DON'Ts of dealing with your feelings:

- Do express and **share** your emotions and feelings with someone like your manager.
- Do accept **support** that is offered to you including sharing your experience with others.
- Do make time to **reflect** of your experience but be kind to yourself.
- Do take the **time** to be with your family and friends.
- Do try to keep to your **routines** as much as possible.
- Do look after yourself, eat well and **exercise**.
- Do **drive** with greater care, your concentration may be impaired.
- Don't resort to **drinking** or smoking excessively or risk taking.
- Don't avoid **talking** about what happened.

Your emotional responses to a traumatic incidents can centre on challenges to your core values and beliefs about yourself and how you see the world and whether there are any other factors in your life that may contribute to your vulnerability in any traumatic incident you are involved with, and therefore its impact on you.

Supporting Your Staff

To support a person who has been exposed to traumatic events it may be useful to employ the following steps:

- Be present, spending **time** with individuals.
- Listen** deeply and without judgement so you can help and reassure them.
- Spend time with the traumatised person to truly **understand** how you can support.
- Empathise** and provide appropriate support.
- Allow them some **private time**.
- Do not** take their **anger** or other feelings personally.
- Do not** tell them that they are **lucky** it was not worse, or 'you will get over it', or to pull yourself together.
- Tell them that you want to understand and **assist** them.
- Be gentle and **calm** with the individual.
- Understand other people's **cultural diversity**.

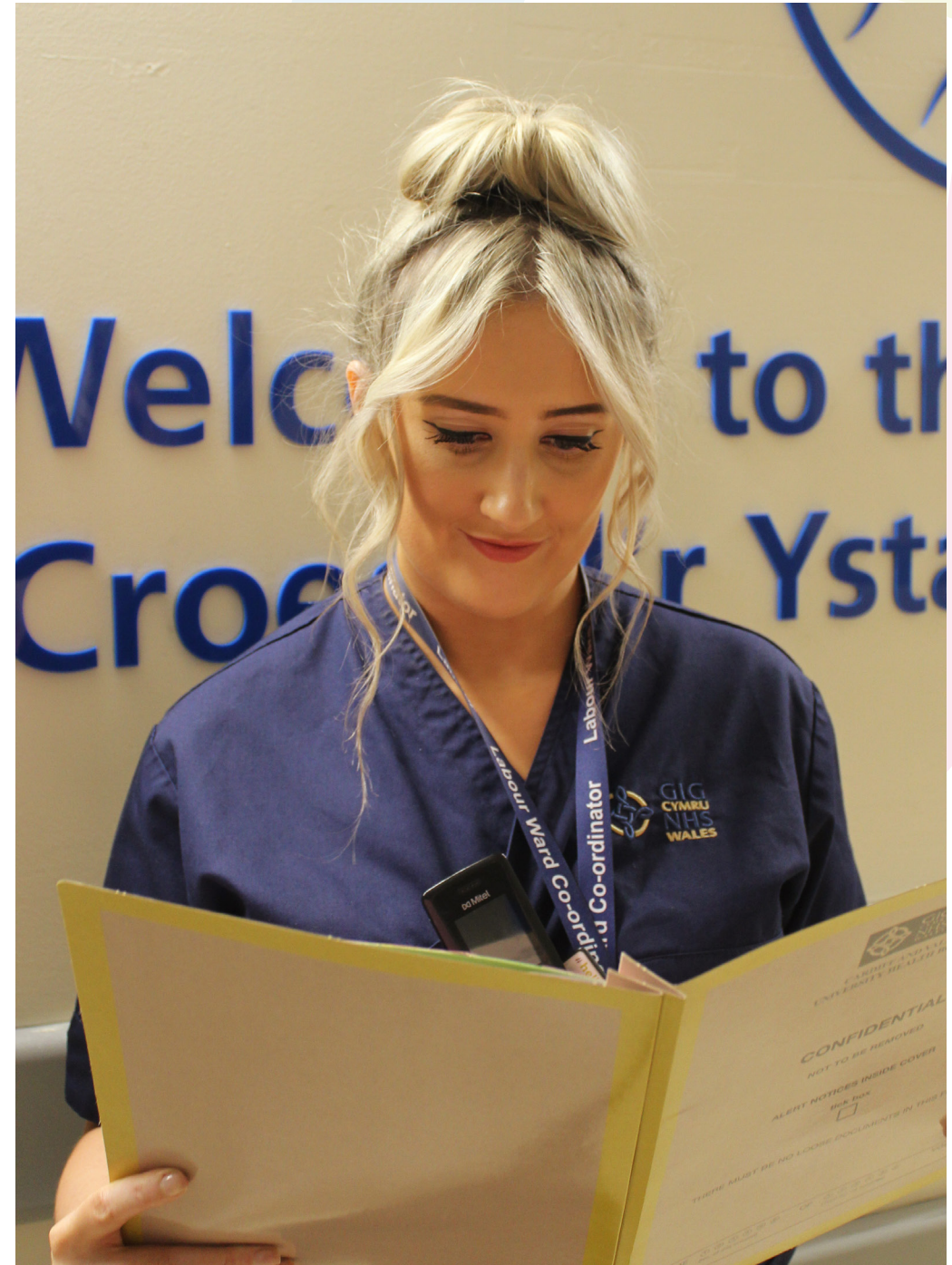
Be aware of any other support is available for staff that you can signpost them to e.g. Occupational Health, Employee Assistant Programmes etc.

If you continue to experience these symptoms after **4 weeks** you need to seek help. There are a number of areas you can find additional help - Your line-manager, your colleagues or someone else you trust in your department or organisation, the Occupational Health Department, Welfare and Counselling Services or your GP.

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Further CPD Resources

- ❏ E-LFH have several CPD resources in various clinical and managerial subjects.
www.e-lfh.org.uk/programmes
- ❏ Gwella is the Leadership Portal managed by the HEIW Leadership and Succession team with the goal of providing users with an accessible, intuitive system that allows them to access a range of compassionate leadership resources with ease. This platform is accessible to everyone within health and social care in Wales regardless of their position or qualification.
www.nhswalesleadershipportal.heiw.wales
- ❏ The King's Fund is an independent charitable organisation who aims to improve health and social care. They have developed several resources for leadership and safety in maternity services. www.kingsfund.org.uk/topics/maternity-services
www.kingsfund.org.uk/topics/clinical-leadership
- ❏ The NHS Leadership Academy offer several leadership programmes and online resources.
www.leadershipacademy.nhs.uk/programmes/
- ❏ The RCM have developed several online learning modules to support members continuous professional development.
www.ilearn.rcm.org.uk



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3. Royal College of Midwives (2019) Labour ward coordinator (specialist midwife).
Available at: www.ilearn.rcm.org.uk/mod/book/view.php?id=7735&chapterid=12554

It is acknowledged that further learning needs may be identified when the framework is in use. A second iteration of this document will be developed in Summer 2024 to incorporate user feedback.

