

Speciality Training

Specialty Training Domains	Key capabilities	NLS provider	NLS instructor	ARNI provider	ARNI instructor
1. Professional values and behaviours	1. Demonstrates leadership in the management of relationships where religious or cultural beliefs may cause conflict between children, young people and families and healthcare professionals.			(✓)	(✓)
	2. Acts as a role model to colleagues by demonstrating a flexible, holistic, reflective, evidence-based approach to practice.			(✓)	(✓)
	3. Practises independently in a safe manner.			✓	(✓)
2. Professional skills and knowledge: Communication	1. Effectively communicates with the multi-disciplinary team (MDT), children, young people and their families, where there is a range of differential diagnoses and management is uncertain.			✓	(✓)
	2. Models and teaches effective active listening skills in consultation with children and young people.				(✓)
	3. Demonstrates to others how to manage an effective consultation, including communicating a diagnosis and prognosis effectively to children, young people and their families.				(✓)
	4. Leads MDT in a range of situations with children, young people and their families, including challenging circumstances.	(✓)		✓	(✓)
	5. Demonstrates effective communication with external agencies, including authoring legal documents and child protection reports.			(✓)	
3. Professional skills and knowledge: Clinical procedures	1. Teaches, supervises and assesses junior staff undertaking clinical procedures.		✓		✓
	2. Manages and co-ordinates the response to an emergency situation.	✓	(✓)	✓	(✓)
	3. Leads the resuscitation team during advanced life support.			✓	(✓)
	4. Where defined in the syllabus, performs the procedures relevant to that syllabus.	(✓)		(✓)	
	6. Performs advanced airway support, including intubation.			(✓)	(✓)

4. Professional skills and knowledge: Patient management	3. Supervises junior staff and supports colleagues in the assessment and management of cases which are complex or nuanced.				✓
	4. Anticipates the need for transition to another service, or works jointly alongside another service, to care for the baby, child or young person.			(✓)	(✓)
6. Leadership and team working	1. Takes an active role in promoting the optimum use of healthcare resources.				
	2. Works closely with all professional groups involved in creating a comprehensive care pathway.			✓	
	3. Addresses challenging behaviour within the team and retains leadership qualities in situations of stress and conflict.			(✓)	(✓)
	4. Engages effectively with stakeholders such as children, young people, families, charities and other healthcare organisations to create and/or sustain a family centred service.				
	5. Works with non-clinical and managerial colleagues to promote an effective paediatric service which meets the needs of children, young people and their families.				
	6. Retains leadership qualities in situations of stress and conflict.	(✓)	(✓)	(✓)	(✓)
7. Patient safety, including safe prescribing	2. Takes account of risks to themselves and others within the clinical environment, including those related to personal interactions and biohazards.			(✓)	✓
9. Safeguarding vulnerable children	3. Following sudden unexpected death in babies and children (SUDIC), applies local procedures, including involvement of a rapid response team when appropriate and recognises the urgency when abuse is suspected.			(✓)	(✓)
10. Education and training	1. Evaluates teaching practice in a range of contexts using a variety of methods.		✓		✓
	2. Effectively uses supervised learning events (SLEs) on colleagues to develop and facilitate their learning.	(✓)	(✓)	(✓)	(✓)