

NIPEC CLINICAL CAREER PATHWAY



CONSULTANT NURSE & CONSULTANT MIDWIFE ROLE FRAMEWORK



Career & Development Model
for Nursing & Midwifery



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Appendix 1: Staff Assessment and Development Tool

Nurses and midwives make up the largest professional group in Health and Social Care, in Northern Ireland (NI) and play a pivotal role in healthcare provision. They contribute to the delivery of safe, effective, compassionate and quality person-centred care. Their unique combination of knowledge, skills, compassion and dedication makes them indispensable in preventing ill-health and promoting and maintaining the health and well-being of individuals, families and communities.

Consultant Nurse and Consultant Midwife roles were first established in Northern Ireland in 2000, to act as the pinnacle of a clinical career pathway for the most experienced and expert practitioners, working at an advanced level of practice¹. These roles enable nurses and midwives to combine their role as clinician with the ability to have strategic influence and provide strong professional clinical leadership across the Health and Social Care System with a focus on:

- Improving population health;
- Enhancing safety and experience of care;
- Workforce wellbeing;
- Enhancing equity; and
- Ensuring value for all.

Department of Health (DoH) 2024²

¹ DHSSPS (2004) Circular HSS (TC5) 1/2000 (GB Advance Letter (NM) 2/2000). Belfast: DHSSPS

² DoH (2024) *Health and Social Care NI A three year plan to: stabilise reform deliver* at www.health-ni.gov.uk/sites/default/files/2024-12/doh-hsc-3-year-plan.pdf

Northern Ireland Practice and Education Council for Nurses and Midwives (NIPEC) have compiled a suite of role frameworks which are building blocks to support career progression and professional development. Examples of regionally agreed role frameworks include: Nursing Assistant, Senior Nursing Assistant, Ward Sister/Charge Nurse and Team Leader, Registered Nurse, Specialist Nurse and Advanced Nurse Practitioners.

This Role Framework has been developed for Consultant Nurse and Consultant Midwife roles and outlines the key knowledge, skills and behaviours and educational requirements which enable high standards of care. It aims to provide consistency, structure, guidance and direction in relation to career progression. The Framework also provides clear expectations for Consultant Nurses' and Consultant Midwives' practice across a range of roles and settings. These roles can span wide areas of health and social care aligned to local and national legal, regulatory, professional and educational requirements. This includes but is not limited to the delivery of safe and effective care for a range of people across the continuum of care with an understanding of the wider determinants of health to promote wellbeing, protect health and prevent ill health. All nurses and midwives on the NMC register must practise in line with the NMC Code³.

This Framework in conjunction with the relevant standards, policies and guidance will support our Consultant Nurses and Consultant Midwives to confidently and safely provide high quality evidence-based care within the Clinical Practice career pathway.

For more information on Career Pathways visit our Careers Website at <https://nursingandmidwiferycareersni.hscni.net>

³ NMC (2018) *The Code. Professional Standards of Practice and Behaviour for Nurses and Midwives*. London: NMC.

This Role Framework for Consultant Nurses and Consultant Midwives supersedes the 2017 *Professional Guidance for Consultant Nurse/Consultant Midwife Roles in Northern Ireland*. It provides a guide for staff working in these roles, regardless of the area of practice. It supports them with preceptorship, revalidation, appraisal, supervision and career planning. Consultant Nurses and Consultant Midwives should use this *Framework* in conjunction with:

- NMC principles for Advanced Practice⁴;
- specific competencies for the relevant area of practice;
- other relevant competency frameworks, for example^{5,6,7,8,9}
- competency framework for all prescribers¹⁰; and
- relevant clinical practice career pathways.

A core job description has also been regionally agreed for Consultant Midwife roles which is available on the Core Career Pathways section of our Careers Website at <https://nursingandmidwiferycareersni.hscni.net>

The *Framework* is also designed to be used by:

- those interested in pursuing a career as a Consultant Nurse or Consultant Midwife;
- strategic nursing leaders, to develop the Consultant Nurse and Consultant Midwife workforces;
- managers to inform workforce planning by assessing the competence of the workforce required to meet population health and service needs and identify gaps based on the assessment to support implementation of an improvement plan;
- commissioners of services to inform service development and service delivery;

⁴ Nursing and Midwifery Council (NMC) (2025) Principles for Advanced Practice. London: NMC.

⁵ NIPEC (2022) Northern Ireland Preceptorship Framework for Nursing and Midwifery. Belfast: NIPEC.

⁶ NIPEC (2022) Reflective Supervision A Framework to Support Nursing and Midwifery in Northern Ireland. Belfast: NIPEC.

⁷ Public Health Agency (2022) Reflective Supervision Regional Safeguarding Supervision Policy and Standards for Nurses and Midwives. Belfast: PHA.

⁸ HSC and DHCNI (2022) All-Ireland Digital Health Capability Framework for Health and Social Care. Belfast: DHCNI.

⁹ NIPEC (2023) A Collective Leadership Framework for Nursing and Midwifery. Belfast: NIPEC.

¹⁰ Royal Pharmaceutical Society (2021) *Competency Framework for all Prescribers*. London: RPS.

- AEs to inform the development of learning opportunities necessary for Consultant Nurse and Consultant Midwife roles;
- Regional Nursing and Midwifery Education Commissioning Group (ECG) to inform them in making decisions about learning opportunities to be commissioned; and people who use services and other Health and Social Care (HSC) professionals as a guide to the core competencies required by Consultant Nurses and Consultant Midwives to assure the quality of governance processes and service delivery for all staff practising at this level.

4 Partnership Working

This Framework was developed by NIPEC in collaboration with key stakeholders at a workshop in July 2025 comprising Advanced Nurse Practitioners, Senior Nurses in HSC Trusts, Education Providers and DoH. In addition, relevant frameworks from other jurisdictions were reviewed along with a wide range of relevant resources.

5 Levels & Pillars of Practice

Levels of Practice¹¹ outline the expectations of roles at practice levels 2–9 for nurses, midwives and related support roles. They span from Level 2 Support Worker/Assistant to Level 9 Consultant Nurse/Consultant Midwife/Director/Professor (Figure 1).

Figure 1: Levels of Practice

Level	Role Overview
2	People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties and provide safe, effective, person-centred care under the direction of a registrant.
3	People at level 3 require knowledge of facts, processes and general concepts in a field of work. They may carry out a wider range of duties than a person working at level 2 and will have more responsibility, with supervision by a registrant.
4	People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work and they may have responsibility for supervision. BSc (Hons) or MSc (Hons) to Registered Nurse and Registered Midwife.
BSc (Hons) or MSc to Registered Nurse and Registered Midwife	
5	People at level 5 will have a comprehensive, factual and theoretical knowledge on registration. They use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service development, supervision or training.
6	People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management, education and leadership responsibilities. They demonstrate initiative and creativity in finding solutions with responsibility for team performance and development.
7	People at level 7 have a critical awareness of knowledge and issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.
8	People at level 8 require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They may lead policy, research, education or service delivery and improvement and have a clinical, management or education responsibilities.
9	People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population or leading research at the highest level of the organisation.

Source of Figure 1: Adapted from www.skillsforhealth.org.uk

¹¹ Skills for Health (2010) *Key Elements of the Career Framework for Health* at www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Career_framework_key_elements.pdf

The **Levels of Practice** reflect role development and progression similar to the Knowledge and Skills Framework¹². The **Level of Practice** does not equate to the banding of Agenda for Change, which is related to remuneration.

The levels are aligned to four **Pillars of Practice**¹³: Clinical Practice, Education and Learning, Leadership and Research and Development (Figure 2). It is the underpinning knowledge, skills and behaviours outlined in the four **Pillars of Practice** which determine the **Level of Practice** of each role. This will enable a standardised approach to design and delivery of models of nursing and midwifery roles across service provision to support delivery of safe and effective person-centred care.

Figure 2: Pillars of Practice



Source of Figure 2: Adapted from Post Registration Career Development Framework (NES 2010)

The **Pillars of Practice** outline the breadth and range of knowledge and skills and behaviours required to practice safely and effectively across the wide variety of roles and settings. The competence statements are described under:

Clinical Practice: It is important that individuals acquire key clinical knowledge, skills and behaviours appropriate to their specific job to ensure the delivery of safe and effective person-centred care. This will support workforce planning and workforce modelling to enable the right people, with the right skills are in the right place at the right time.

¹² DoH (2004) *The NHS Knowledge and Skills Framework (NHS KSF)* and the development review process. London: DoH.

¹³ NHS Education for Scotland (2010) *Post Registration Career Development Framework*. Edinburgh: Scotland: NES.

Education and Learning: The pillars of practice will define educational requirements to support individuals to maintain and advance their knowledge, skills and behaviour throughout their career journey.

Leadership: The Leadership Pillar of Practice promotes the importance of the role of registrants in inspiring and managing practice, demonstrating professionalism and accountability at every level.

Research and Development: This pillar focuses on advancing nursing and midwifery practice through evidence-based care, continuous learning and dissemination of practice to improve healthcare outcomes.

A **Staff Assessment & Development Tool** (Appendix 1): This tool will help staff, with their line manager, reflect on their current job role and identify areas where further training and development could enhance or advance their skills in each Pillar of Practice.

6 Continuous Professional Development

In addition to the educational requirements specific to the roles, individuals should also have access to a range of ongoing professional development activities to enable them to continue to enhance their knowledge and skills throughout their career. Induction specific to the role and area of practice will be completed which will complement the core education requirements for the role.

These include:

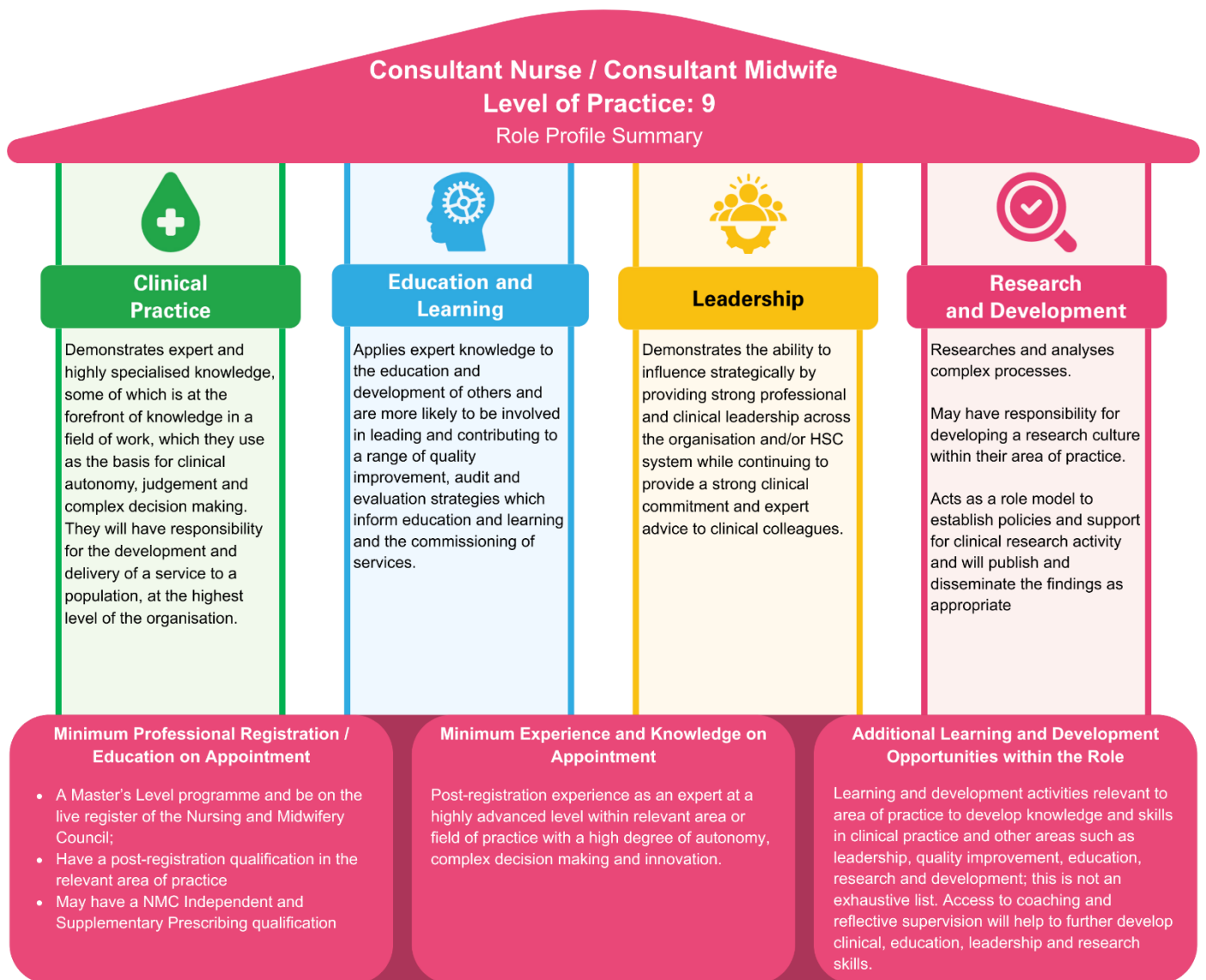
- Mandatory training;
- Learning through practice;
- Appraisal, preceptorship (where relevant) and personal development planning;
- Access to post graduate commissioned and non-commissioned training and development programmes available through a range of education providers.

Further information and support can be found on the Learning and Development Section of the Careers Website available at <https://nursingandmidwiferycareersni.hscni.net>

7 Knowledge, Skills & Behaviours for Consultant Nurse & Consultant Midwife (Level of Practice 9)

A profile summary for the role of Consultant Nurse/Consultant Midwife, Level of Practice 9, is outlined in Figure 3.

Figure 3: Consultant Nurse & Consultant Midwife Role Profile Summary





Role Descriptor

The core knowledge, skills and behaviours for Consultant Nurse and Consultant Midwife roles are listed below under each Pillar of Practice:



Clinical Practice

Key Knowledge, Skills & Behaviours

Ability to:

- Exercise a high degree of personal and professional autonomy in making complex clinical decisions drawing on advanced knowledge, skills and behaviours;
- Make decisions where precedents do not exist, challenge as necessary and provide advice and support to colleagues where standard protocols do not apply within multidisciplinary teams across organisational, professional and agency boundaries;
- Lead and influence service and policy development at strategic level while continuing to provide a strong clinical commitment and expert advice to clinical colleagues;
- Demonstrate advanced skills for assessment, diagnosis, treatment, management and prescribing within the field of practice and make and receive referrals, where appropriate;
- Identify and adopt innovative clinical practice models, e.g. implementation and evaluation of new treatments, technologies, and therapeutic techniques;
- Lead/collaborate in the design and conduct of quality improvement initiatives;
- Actively participate in formalised ongoing supervision with Consultant peers e.g. peer review of clinical practice at Consultant level;
- As an expert, conduct and contribute to systematic reviews of clinical practice;
- Provide a professional opinion on and where relevant lead clinical investigations/reviews;
- Lead and support authentic stakeholder engagement, through co-production and co-design, to facilitate improvement in services and patient/service user experience.



Education & Learning

Key Knowledge, Skills & Behaviours

Ability to:

- Contribute to the education, training and development of colleagues and others especially supporting experienced colleagues to develop advanced competencies;
- Support others in achieving their potential by acting as coaches, mentors and role models;
- Advocate and contribute to the development of an organisational culture that supports continuous learning and development, evidence-based and person-centred practice and succession planning;
- Lead and contribute to a range of Quality Improvement, audit and evaluation strategies which inform education and learning;
- Work with key stakeholders, including Higher Education Institutes and other education providers, to develop and promote a range of learning opportunities;
- Self-development towards academic activity, leadership skills, service improvement methodology, leading/participating in multidisciplinary teams and peer supervision, publication and learning opportunities.



Leadership

Key Knowledge, Skills & Behaviours

Ability to:

- Demonstrate professional leadership to support and inspire colleagues to improve standards, quality and professional practice;
- Have a significant role in Quality Improvement, providing expert input and influencing/challenging other professions, the wider organisation and across organisational boundaries to help deliver better services;

- Provide expert advice to others within and outside of the professions of Nursing/Midwifery, acting as a resource for others and also facilitating support within and outside of the organisation;
- Provide leadership to national/ international, as well as local, developments in their recognised area of expertise;
- Have the ability to challenge, motivate and inspire others, including other staff groups and organisations, to deliver the highest quality of care within their area of practice and beyond;
- Challenge organisational and professional barriers that limit or inhibit effective service delivery;
- Process complex, sensitive or contentious information in contributing to the development of strategic planning at local and national levels;
- Contribute to strategic planning to drive service change within and across health care organisations and across organisational boundaries and systems, where appropriate;
- Assume leadership roles, which promote broader advancement of clinical practice, e.g. membership of editorial boards, leadership of position papers and development of advanced nursing practice standards.



Research and Development

Key Knowledge, Skills & Behaviours

Ability to:

- Provide direction for professional practice and service improvement within NI, nationally and/or internationally. Mentor colleagues and advise on personal development;
- Promote evidence-based, person-centred practice, setting of standards monitoring, management of risk and evaluation of care and services;
- Develop and advance professional practice to benefit patients/clients/carers and communities by creating, monitoring and evaluating practice protocols;
- Lead or collaborate in the application of research in practice, and develop research proposals with academic colleagues, business cases and funding applications, in

addition to setting research objectives in line with the strategic direction of the organisation;

- Develop a research culture within the area of practice, act as a role model, establishing appropriate policies, support clinical research activity and contribute to publications and dissemination of work;
- Liaise and collaborate as appropriate with the Lead Research Nurse/Midwife in the HSC Trust;
- Maintain a publication record in relevant professional, peer reviewed journals and present at local, national and international conferences;
- Contribute to evaluations of service developments, which may lead to service redesign and the introduction of new models of care that are evidence-based and person-centred.



Principles for Consultant Nurse & Consultant Midwife Roles

Consultant Nurses and Consultant Midwives should use the NMC Principles for Advanced Practice¹⁴ to reflect on their role and practice and identify areas where further learning and development could enhance or advance their knowledge, skills and behaviours. To support this, these Principles have been mapped to the four pillars of practice within the Staff Assessment and Development Tool (Appendix 1) to help Consultants prepare for revalidation, appraisal and/or supervision.

The NMC Principles highlight that Advanced level practitioners should:

- 1.1 Practise within their individual scope of practice and in line with their level of knowledge, experience, qualifications, training and employment role;
- 1.2 Demonstrate expertise, confidence, critical thinking, and evidence appraisal and synthesis within their individual scope of practice to lead and influence education, research and practice;
- 1.3 Demonstrate professional accountability and capability in making complex evidence-informed decisions, managing varying degrees of risk, unpredictability and uncertainty

¹⁴ Nursing and Midwifery Council (2025) *Principles for Advanced Practice*. London: NMC.

while exercising professional judgement. This includes using initiative, demonstrating significant autonomy and being accountable for their actions;

- 1.4 Demonstrate self-awareness with compassionate and inspirational leadership within inter-professional teams to influence practice for effective, holistic, person-centred care;
- 1.5 Demonstrate use of evidence informed expert knowledge to practise reflectively, identifying areas for self-improvement and improved outcomes for a diverse range of individuals, teams and people;
- 1.6 Role model reflective and reflexive practice and advocate for access to individualised support and clinical supervision to ensure continuous learning, improvement and professional development across the four pillars;
- 1.7 Role model professional practice, advocating for and contributing to inter-professional learning and working to provide leadership and effective support and supervision to a broad range of colleagues and learners;
- 1.8 Use their expert, advanced level knowledge and experience to challenge themselves and others to promote and embed professional curiosity and the principles of equality, equity, diversity and inclusion in their area of practice, seeking and acting upon feedback received from peers, colleagues and the public;
- 1.9 Support, influence and lead projects in the environments they work in to shape a reflective learning culture where safety, quality, continuous improvement and sustainability are prioritised, including promoting allyship and advocacy for all, speaking up and raising concerns where required;
- 1.10 Evidence continued capability, reflective and reflexive practice, ongoing learning and professional development at an advanced level, relevant to their scope of practice through local appraisal processes and through professional revalidation requirements;
- 1.11 Utilise their expertise and experience to minimise environmental impacts, enhance economic growth and embed sustainable approaches to service planning, delivery and implementation;
- 1.12 Lead and contribute to the proactive identification and resolution of challenges to health, safety and wellbeing for individuals and population groups, shaping the design and delivery of effective services and policies that promote holistic health and wellbeing.



Minimum Professional Registration/ Education on Appointment

The Consultant Nurse and Consultant Midwife roles require the registrant to have acquired:

- Master's Level programme and be on the live register of the Nursing and Midwifery Council;
- Post-registration qualification in the area of practice relevant to the role;
- May have an NMC Independent and Supplementary Prescribing qualification (V300).



Minimum Experience & Knowledge on Appointment

Post-registration experience within relevant area or field of practice with a high degree of autonomy, complex decision making and innovation.



Additional Learning and Development Opportunities within the Role

Learning and development activities relevant to area of practice to develop knowledge and skills in clinical practice and other areas such as leadership, quality improvement, education, research and development; this is not an exhaustive list. Access to coaching and reflective supervision will help to further develop clinical, education, leadership and research skills.



NI Career & Development Model for Nursing & Midwifery

Staff Assessment and Development Tool Level of Practice 9 – Consultant Nurse & Consultant Midwife

Getting Started

The Staff Assessment and Development Tool is designed to help you reflect on your current job role and identify areas where further training, education, and development could enhance or advance your skills. It has been aligned to the Professional Guidance for Consultant Roles (DoH 2017). In addition, the NMC Principles for Advanced Practice (NMC, 2025) have been included as these apply to Advanced Nurse/Midwife Practitioner and Consultant Nurse/Consultant Midwife roles.

Upon completion, you will have a list of specific knowledge, skills, and behaviours (KSBs) you wish to develop, along with evidence statements to support your competence. If you have additional KSBs, university modules, or competency statements to include, there is a blank section for this purpose.

To access the assessment tool, please visit the Career Pathways/Role Frameworks section on the Careers Website and select the tool relevant to your level of practice. [Learning & Development Framework | Nursing and Midwifery Careers NI](#)

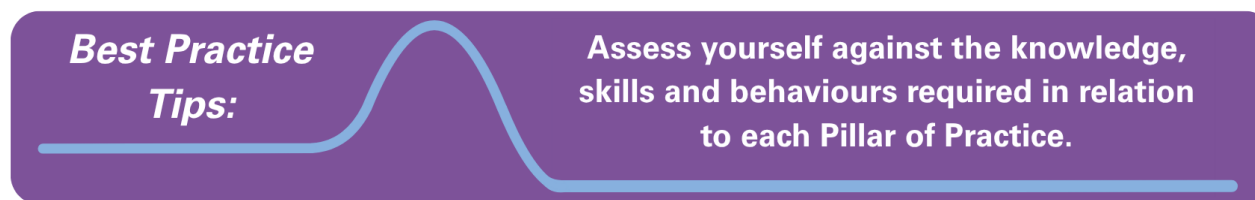
Sign Off

This tool is designed to support you in your appraisal and Personal Development Review (PDR) process, while also providing evidence of your ongoing continued professional development (CPD). There is a Sign Off template at the end of the tool to enable this, if relevant. NB: This Assessment and Development Tool will be updated to include any future NMC Standards of Proficiency for Advanced Practice.

Self-assessment of Knowledge, Skills and Behaviour (KSB) Statements

In relation to your role, select your Level of Practice and the Pillars of Practice to review

You can complete this exercise for all 4 pillars at once or individually, there is no set order for this.



For each, rate yourself using the following scale:

1. You need a lot of development
2. You need some development
3. You feel you are well developed

You should assess yourself against ALL the knowledge, skills and behaviour (KSB) statements relevant to your role/level of practice for each of the four pillars

As you assess yourself, consider how you might demonstrate proficiency and provide evidence. Your thoughtful evaluation will help guide your development plan. There is an Action Planning and Priority Rating Tool that you may find helpful to support you.

Evidence

If you have rated yourself as having a development need in this area, make a brief action note on “how” you would anticipate meeting this development need and any evidence you may already have. This might be detailing what you are going to do, what actions you might need to take, how you are going to do this and when. You may find [the action planning and priority rating included in the assessment tool](#) helpful with this.

You need to provide evidence for ratings **1 & 2** only.

The evidence should be clear and concise and relevant to the KSB demonstrating proficiency in the area of practice. It should contain detail of the relevant learning and how this is applied in your practice. Evidence can be sourced from many areas of your practice like a reflection, training undertaken, supervised practice, reflective discussion/clinical supervision activity, feedback from colleagues and/or service users, reports.

For more information visit the Continuous Professional Development section of the Careers Website: [Learning & Development Framework | Nursing and Midwifery Careers NI](#)



STAFF ASSESSMENT AND DEVELOPMENT TOOL - LEVEL 5

Please review the knowledge, skills and behaviour statement and rate yourself using the rating scale below. Give careful thought to your assessment and how you might demonstrate proficiency of the knowledge, skills, and behaviours.



1.	I need a lot of development
2.	I need some development
3.	I feel I am well developed

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
1. Exercise a high degree of personal and professional autonomy in making complex clinical decisions drawing on advanced knowledge, skills and behaviours.					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
2. Make decisions where precedents do not exist, challenge as necessary and provide advice and support to colleagues where standard protocols do not apply within multidisciplinary teams across organisational, professional and agency boundaries.					
3. Lead and influence service and policy development at strategic level while continuing to provide a strong clinical commitment and expert advice to clinical colleagues.					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
4. Demonstrate advanced skills for assessment, diagnosis, treatment, management and prescribing within the field of practice and make and receive referrals, where appropriate.					
5. Identify and adopt innovative clinical practice models, eg. implementation and evaluation of new treatments, technologies, and therapeutic techniques.					
6. Lead/collaborate in the design and conduct of quality improvement initiatives.					
7. Actively participate in formalised ongoing supervision with Consultant peers eg. peer review of clinical practice at Consultant level.					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
8. As an expert, conduct and contribute to systematic reviews of clinical practice.					
9. Provide a professional opinion on and where relevant lead clinical investigations/reviews.					
10. Lead and support authentic stakeholder engagement, through co-production and co-design, to facilitate improvement in services and patient/service user experience.					

You may wish to add the following **NMC Principles for Advanced Practice** in the context of relevance to your Consultant role.

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
NMC Principle of Advanced Practice	1	2	3		
<p>1.1 Practise within their individual scope of practice and in line with their level of knowledge, experience, qualifications, training and employment role.</p>					
<p>1.3 Demonstrate professional accountability and capability in making complex evidence-informed decisions, managing varying degrees of risk, unpredictability and uncertainty while exercising professional judgement. This includes using initiative, demonstrating significant autonomy and being accountable for their actions.</p>					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
NMC Principle of Advanced Practice	1	2	3		
<p>1.5 Demonstrate use of evidence informed expert knowledge to practise reflectively, identifying areas for self-improvement and improved outcomes for a diverse range of individuals, teams and people.</p>					
<p>1.11 Utilise their expertise and experience to minimise environmental impacts, enhance economic growth and embed sustainable approaches to service planning, delivery and implementation.</p>					

You may wish to add additional KSBs from other profession specific or role specific frameworks relevant to your role. Below is a blank template for you to cut and paste these into.

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Role or profession specific competencies/KSBs	1	2	3		

Please review the knowledge, skills and behaviour statement and rate yourself using the RAG rating scale. Give careful thought to your assessment and how you might demonstrate proficiency of the knowledge, skills, and behaviours.



1.	I need a lot of development
2.	I need some development
3.	I feel I am well developed

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
Generic					
1. Contribute to the education, training and development of colleagues and others especially supporting experienced colleagues to develop advanced competencies.					
2. Support others in achieving their potential by acting as coaches, mentors and role models.					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
Generic					
3. Advocate and contribute to the development of an organisational culture that supports continuous learning and development, evidence-based and person centred practice and succession planning.					
4. Lead and contribute to a range of Quality Improvement, audit and evaluation strategies which inform education and learning.					
5. Work with key stakeholders, including Higher Education Institutes and other education providers, to develop and promote a range of learning opportunities.					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	1	2	3		
6. Self-development towards academic activity, leadership skills, service improvement methodology, leading/participating in multidisciplinary teams and peer supervision, publication and learning opportunities.					

You may wish to add the NMC Principles for Advanced Practice in the context of relevance to your Consultant role.

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
NMC Principle of Advanced Practice					
1.6 Role model reflective and reflexive practice and advocate for access to individualised support and clinical supervision to ensure continuous learning, improvement and professional development across the four pillars.					
1.7 Role model professional practice, advocating for and contributing to inter-professional learning and working to provide leadership and effective support and supervision to a broad range of colleagues and learners.					
1.10 Evidence continued capability, reflective and reflexive practice, ongoing learning and professional development at an advanced level,					

relevant to their scope of practice through local appraisal processes and through professional revalidation requirements.					
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You may wish to add additional KSBs from other profession specific or role specific frameworks relevant to your role. Below is a blank template for you to cut and paste these into.

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
Role or profession specific competencies/KSBs					

Please review the knowledge, skills and behaviour statement and rate yourself using the RAG rating scale. Give careful thought to your assessment and how you might demonstrate proficiency of the knowledge, skills, and behaviours.



1.	I need a lot of development
2.	I need some development
3.	I feel I am well developed

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
Generic					
1. Demonstrate professional leadership to support and inspire colleagues to improve standards, quality and professional practice.					
2. Have a significant role in Quality Improvement, providing expert input and influencing/challenging other professions, the wider organisation and across					

organisational boundaries to help deliver better services.					
3. Provide leadership to national/international, as well as local, developments in their recognised area of expertise.					
4. Have the ability to challenge, motivate and inspire others, including other staff groups and organisations, to deliver the highest quality of care within their area of practice and beyond.					
5. Challenge organisational and professional barriers that limit or inhibit effective service delivery.					
6. Process complex, sensitive or contentious information in contributing to the development of strategic planning at local and national levels.					
7. Provide leadership to national/international, as well as local,					

developments in their recognised area of expertise.					
8. Contribute to strategic planning to drive service change within and across health care organisations and across organisational boundaries and systems, where appropriate.					
9. Assume leadership roles, which promote broader advancement of clinical practice eg. membership of editorial boards, leadership of position papers and development of advanced nursing practice standards.					
10. Have the ability to challenge, motivate and inspire others, including other staff groups and organisations, to deliver the highest quality of care within their area of practice and beyond.					

11. Challenge organisational and professional barriers that limit or inhibit effective service delivery.					
12. development of strategic planning at local and national levels.					
13. development of strategic planning at local and national levels.					
14. Contribute to strategic planning to drive service change within and across health care organisations and across organisational boundaries and systems, where appropriate.					

You may wish to add additional KSBs from other profession specific or role specific frameworks relevant to your role. Below is a blank template for you to cut and paste these into.

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
NMC Principle of Advanced Practice	1	2	3		
1.2 Demonstrate expertise, confidence, critical thinking, and evidence appraisal and synthesis within their individual scope of practice to lead and influence education, research and practice.					
1.4 Demonstrate self-awareness with compassionate and inspirational leadership within inter-professional teams to influence practice for effective, holistic, person-centred care.					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
NMC Principle of Advanced Practice	1	2	3		
<p>1.9 Support, influence and lead projects in the environments they work in to shape a reflective learning culture where safety, quality, continuous improvement and sustainability are prioritised, including promoting allyship and advocacy for all, speaking up and raising concerns where required.</p>					

You may wish to add additional KSBs from other profession specific or role specific frameworks relevant to your role. Below is a blank template for you to cut and paste these into.

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Role or profession specific competencies/KSBs	1	2	3		

Please review the knowledge, skills and behaviour statement and rate yourself using the RAG rating scale. Give careful thought to your assessment and how you might demonstrate proficiency of the knowledge, skills, and behaviours.



1.	I need a lot of development
2.	I need some development
3.	I feel I am well developed

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
	1	2	3		
Generic					
1. Provide direction for professional practice and service improvement within NI, nationally and/or internationally. Mentor colleagues and advise on personal development.					
2. Promote evidence-based, person-centred practice, setting of standards monitoring, management of risk and evaluation of care and services.					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	1	2	3		
3. Develop and advance professional practice to benefit patients/clients/carers and communities by creating, monitoring and evaluating practice protocols.					
4. Lead or collaborate in the application of research in practice, and develop research proposals with academic colleagues, business cases and funding applications, in addition to setting research objectives in line with the strategic direction of the organisation.					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	1	2	3		
5. Develop a research culture within the area of practice, act as a role model, establishing appropriate policies, support clinical research activity and contribute to publications and dissemination of work. Liaise and collaborate as appropriate with the Lead Research Nurse/Midwife in the HSC Trust.					
6. Maintain a publication record in relevant professional, peer reviewed journals and present at local, national and international conferences.					
7. Contribute to evaluations of service developments, which may lead to service redesign and the introduction of new models of care that are evidence-based and person-centred.					

You may wish to add additional KSBs from other profession specific or role specific frameworks relevant to your role. Below is a blank template for you to cut and paste these into.

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Role or profession specific competencies/KSBs	1	2	3		
1.8 Use their expert, advanced level knowledge and experience to challenge themselves and others to promote and embed professional curiosity and the principles of equality, equity, diversity and inclusion in their area of practice, seeking and acting upon feedback received from peers, colleagues and the public.					

You may wish to add additional KSBs from other profession specific or role specific frameworks relevant to your role. Below is a blank template for you to cut and paste these into.

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Role or profession specific competencies/KSBs	1	2	3		

Action planning and priority rating

You should now take some time to reflect on your learning needs assessment and complete the action planning and priority rating tool to assist you in planning and prioritising your development.

It can also be helpful to discuss your learning and development needs with your line manager or practice assessor and update your personal development plan (PDP).

Pillar of Practice	KSBs Code (e.g. 5C4)	Action of "how" to achieve this KSB	Support required within Practice	Time Frames

Sign off

Name	Date of review	Comments
Sign off		
Name	Date	Job title
Name	Date	Job title
Name	Date	Job title



Career & Development Model
for Nursing & Midwifery

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