NIPEC CLINICAL CAREER PATHWAY



REGISTERED STAFF NURSE & REGISTERED SENIOR STAFF NURSE ROLE FRAMEWORK

NIPEC

Career & Development Model for Nursing & Midwifery

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1 Introduction

As the largest professional group, nurses play a pivotal role in healthcare provision. Nurses practise autonomously and are responsible for the delivery of safe, effective, compassionate and quality person-centred care that respects and maintains dignity and human rights. 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 and communities across the lifespan[1,2].

2 Background

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 Role Frameworks have been regionally agreed for a Nursing Assistant, Senior Nursing Assistant, Ward Sister/Charge Nurse and Team Leader, Specialist Nurse, Advanced Nurse Practitioner and Consultant Nurse/Consultant Midwife.

This Role Framework has been developed for Registered Nurses and outlines the key knowledge, skills, 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 Staff Nurse 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 Code[3].

[1] Nursing and Midwifery Council (NMC) (2014) *Standards for competence for registered nurses*. London: NMC.
[2] Nursing and Midwifery Council (NMC) (2018) *Standards of proficiency for registered nurses*. London: NMC.
[3] Nursing and Midwifery Council (NMC) (2018) *The Code. Professional standards of practice and behaviour for nurses, midwives and nursing associates*. London: NMC.

A number of key strategies and frameworks have been considered in developing this framework. These resources may be helpful in supporting a career journey (Appendix 1).

3 Who the Framework is For

This Role Framework is for:

- registered nurses working at staff nurse and senior staff nurse level;
- nurses working towards or undertaking additional education to progress their careers;
- people who receive care delivered by registered nurses working in staff nurse and senior staff nurse roles;
- people who work with nurses practising at staff nurse and senior staff nurse level;
- individuals in organisations who play a role in recruiting, managing, delivering and assuring the quality of governance processes and service delivery for all nurses practising at staff nurse and senior staff nurse level;
- professional organisations, policy makers and commissioners, and;
- those who have a role in educating, supervising and supporting nurses practising at staff nurse and senior staff nurse level.

4 Partnership Working

This Framework was developed in collaboration with key stakeholders (Appendix 2). A stakeholder event was held which included representation from Health and Social Care Trusts, Independent Sector, Primary Care, Education Providers, Professional Organisations, Trade Union, Department of Health (DoH) and Public Health Agency (PHA). Frameworks from other jurisdictions were reviewed. In addition, feedback was sought from people who use our services.

5 Levels & Pillars of Practice

Levels of Practice[4] 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.

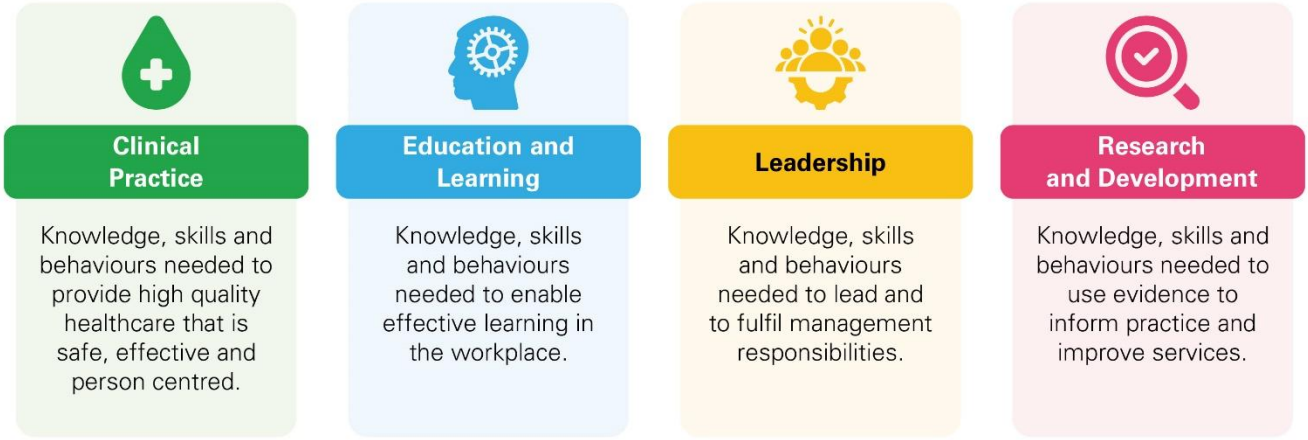
Source of Figure 1: Adapted from www.skillsforhealth.org.uk

[4] Skills for Health (2010) *Key Elements of the Career Framework*. Bristol: Skills for Health.

The **Levels of Practice** reflect role development and progression similar to the Knowledge and Skills Framework[5]. 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**: 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 the 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, skills and behaviours required to practice safely and effectively across the wide variety of roles and settings, as described below:

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.

[5] Department of Health (DoH) (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process*. London: DoH.

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 3) will help staff, in consultation with their line manager, to 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.



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:

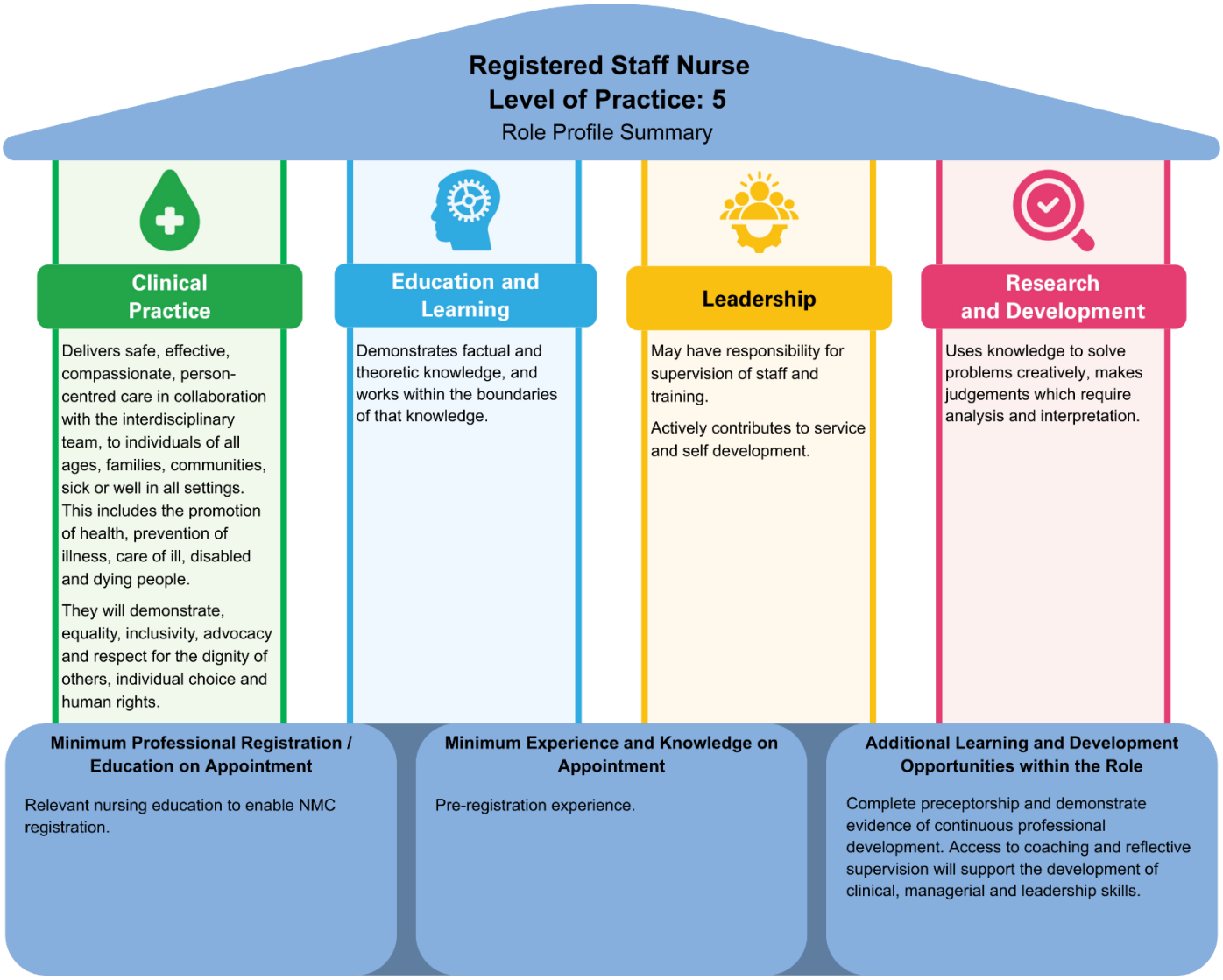
- Mandatory training;
- Learning through practice;
- Appraisal, preceptorship (where relevant) and personal development planning, and;
- Access to post graduate commissioned and non-commissioned learning and development programmes available through a range of education providers.

Further information and support can be found on the Learning and Development Section of the Careers Website:
(Learning & Development Framework | Nursing and Midwifery Careers NI).

7 Knowledge, Skills & Behaviours for Registered Staff Nurse (Level of Practice 5)

A profile summary for the role of Registered Staff Nurse, Level of Practice 5, is outlined in Figure 3:

Figure 3: Registered Staff Nurse Role Profile Summary



Role Descriptor

Clinical Practice

The Registered Nurse practices autonomously and delivers safe, effective, compassionate person-centred care in collaboration with members of the interdisciplinary team to individuals of all ages, families, groups and communities, sick or well and in all settings. This includes the promotion of health, the prevention of illness, clinical assessment and the care of ill, disabled and dying people[6]. Through their professional practice nurses will demonstrate equality, inclusivity, advocacy, respect for the dignity of others, individual choice and human rights[7].

Key Knowledge, Skills & Behaviours

Ability to:

- Practise autonomously and as part of a team, assuming accountability and responsibility for the promotion and delivery of safe, effective, compassionate and quality person-centred care;
- Use skills of critical thinking, analysis and evaluation to make justifiable timely clinical decisions, utilising a range of appropriate information and sources;
- Holistically assess, plan, implement or delegate care/interventions and evaluate effectiveness in partnership with their patients/clients;
- Develop and apply clinical knowledge, skills and behaviours, ensuring they are current and appropriate to the specific area of practice;
- Use and adapt a range of strategies to role model empathic, compassionate interpersonal and communication skills to effectively and appropriately enable interactions with individuals, carers and colleagues;
- Promote values-based decision making;
- Demonstrate the use of technology and information systems and resources available in order to deliver quality care;

[6] World Health Organisation (WHO) (2024) *Nursing and Midwifery*. Geneva: WHO.
[7] Nursing and Midwifery Council (NMC) (2022) *Our EDI aims*. London: NMC.

- Provide and share information effectively and concisely for a range of situations and contexts to maximise effectiveness, safety and continuity of care;
- Act and influence others to incorporate non-judgemental, values-based care into practice demonstrating equality, equity, diversity and inclusion[7];
- Identify and implement the principles of population health, health promotion, health protection and factors that may influence a range of health inequalities and patterns of health, through use of appropriate resources including health literacy;
- Act as an advocate for people* and empower them to participate in decision-making about their care;
- Maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision;
- Apply and ensure adherence to the NMC Code, relevant guidance, policies and legislation that govern legal and ethical aspects of service provision and embed into practice;
- Contribute to the review and development of local policies, guidelines and protocols;
- Monitor and maintain health, safety and security of self and others, by adhering to health and safety legislation and policies;
- Raise and escalate concerns and/or report incidents in accordance with local reporting policies and procedures and professional standards[8];
- Implement and promote relevant safeguarding policies and procedures.

* 'People' includes patients, families and people who use services etc.

8 Nursing and Midwifery Council (NMC) (2015) *Enabling Professionalism*. London: NMC

They will have a factual and theoretical knowledge and awareness of the boundaries of that knowledge.

Key Knowledge, Skills and Behaviours

Ability to:

- Accept responsibility for own professional development and the maintenance of professional competence and NMC revalidation[9];
- Successfully complete a preceptorship programme[10];
- Engage in a range of learning and development activities and reflective supervision to improve care and practice;
- Engage in appraisal process and the development and implementation of a Personal Development Plan (PDP) to ensure continuous professional development in order to facilitate career development and progression;
- Contribute to the development of others through a supportive learning environment;
- Facilitate learning and development by providing feedback, mentoring, buddying role-modelling, motivating and encouraging others;
- Apply the evidence-based skills of facilitation, teaching, assessment and development to ensure best practice standards;
- Contribute to the supervision and assessment of pre-registration and post-registration nurses[*,11];
- Supervise and contribute to the development of non-registered healthcare/nursing staff.

[9] Nursing and Midwifery Council (NMC) (2021) *Revalidation*. London: NMC.

[10] Northern Ireland Practice and Education Council (NIPEC) (2022) *Northern Ireland Preceptorship Framework for Nursing and Midwifery*. Belfast: NIPEC.

[*] 'Nurses' includes nurses and midwives

[11] Nursing and Midwifery Council (NMC) (2023) *Standards for education and training. Part 2: Standards for student supervision and assessment*. London: NMC.



They may have responsibility for supervision of staff or training. They actively contribute to service and self-development.

Key Knowledge, Skills and Behaviours

Ability to:

- Develop personal leadership and management abilities specific to role by:
    - gaining insight into self and own behaviours through reflective practice;
    - practice self-care to sustain optimal well-being enabling safe and effective care;
    - obtaining, analysing and acting on feedback from a variety of sources for example internal and external to the organisation;
    - demonstrating compassionate leadership;
    - demonstrating skills in motivating, influencing and negotiation;
    - role modelling professional ethics, values and best practice as per NMC Code;
    - recognising, valuing, respecting and promoting equality and diversity to build a person-centred healthful culture[12];
- Demonstrate accountability for own practice and work autonomously, as an equal partner with a range of other professionals, and in interdisciplinary teams[2];
- Appropriately delegate others in accordance with the regional framework guidelines[13] and organisational governance arrangements;
- Communicate effectively across a variety of channels ensuring accessibility and inclusivity;
- Seek, receive and provide feedback in an open, honest and constructive manner;
- Identify and analyse problems and work collaboratively to implement solutions;
- Respond proactively to concerns by addressing or escalating as per organisational policy and professional guidance;
- Demonstrate the ability to practice both independently and in collaboration with others;

[12] McCormack, B., McCance, T. (2017) *Person-Centred Practice in Nursing and Health Care. Theory and practice.* 2nd Ed. Chichester: Wiley Blackwell.
[13] Northern Ireland Practice and Education Council (NIPEC) (2019) *Deciding to Delegate: a decision support framework for nursing and midwifery*. Belfast: NIPEC.

- Contribute to the effective and efficient management of resources, having awareness of budgetary constraints and needs of the service;
- Be aware of effective staffing levels to meet safe, person-centred care and raise concerns when appropriate;
- Demonstrate awareness of local governance structures, frameworks, strategic policy and strategy used to improve care quality;
- Contribute to a safe, inclusive and healthful culture that learns from and responds to risk as per organisational governance arrangements;
- Give support and guidance to colleagues enabling personal and professional development;
- Complete a person-centred risk assessment as appropriate and implement plan of care, for example: Care Bundles, Mental Capacity Act[14] etc;
- Implement and promote safeguarding policies and procedures[15,16].

[14] Department of Health (DoH) (2016*) Mental Capacity Act*. Belfast: DoH.

[15] Northern Ireland Practice and Education Council (NIPEC) (2019) *Safeguarding Adults: A core competency framework for nurses and midwives*. Belfast: NIPEC.

[16] Public Health Agency (PHA) (2022) *Safeguarding Children Learning and Development: Guidance for Nurses, Midwives and Allied Health Professionals.* Belfast: PHA.

They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation.

Key Knowledge, Skills and Behaviours

Ability to:

- Search appropriate databases, identify current and valid evidence to inform person-centred practice;
- Adhere to research governance, including Good Clinical Practice, ethics, data protection and confidentiality;
- Identify ideas for service improvement and share these with your line manager;
- Participate in Quality Improvement, clinical audit and contribute to research activity informing practice[17, 18];
- Disseminate good practice and learning emerging from for e.g. quality indices, risk reporting systems, serious adverse incidents, audit, research and quality improvement activity.

[17] Department of Health (DoH) (2019) Quality 2020 - *A ten-year strategy to protect and improve quality in health and social care in Northern Ireland*. Belfast: DoH.

[18] Department of Health (DoH) (2020) *Nursing and Midwifery Task Group (NMTG) Report and Recommendations*. Belfast: DoH.

Minimum Professional Registration/ Education on Appointment

Staff Nurse

Relevant nursing qualification to enable NMC registration:

- Registered Nurse (RN) Adult
- RN Children's
- RN Mental Health
- RN Learning Disabilities

Minimum Experience & Knowledge on Appointment

Pre - Registration

Registered Nurses are required to engage in the following:

- Continuous professional development
- Reflective Supervision[19] with access to peer support and professional networks relevant to the role;
- Preceptorship processes;
- Local and national initiatives;
- Management and leadership development;
- Quality Improvement initiatives;
- Practice Supervisor / Practice Assessor for Nursing and Midwifery students and support for other learners

[19] Northern Ireland Practice and Education Council (NIPEC) (2022) *Reflective Supervision: A Framework to Support Nursing and Midwifery Practice in Northern Ireland*. Belfast: NIPEC.

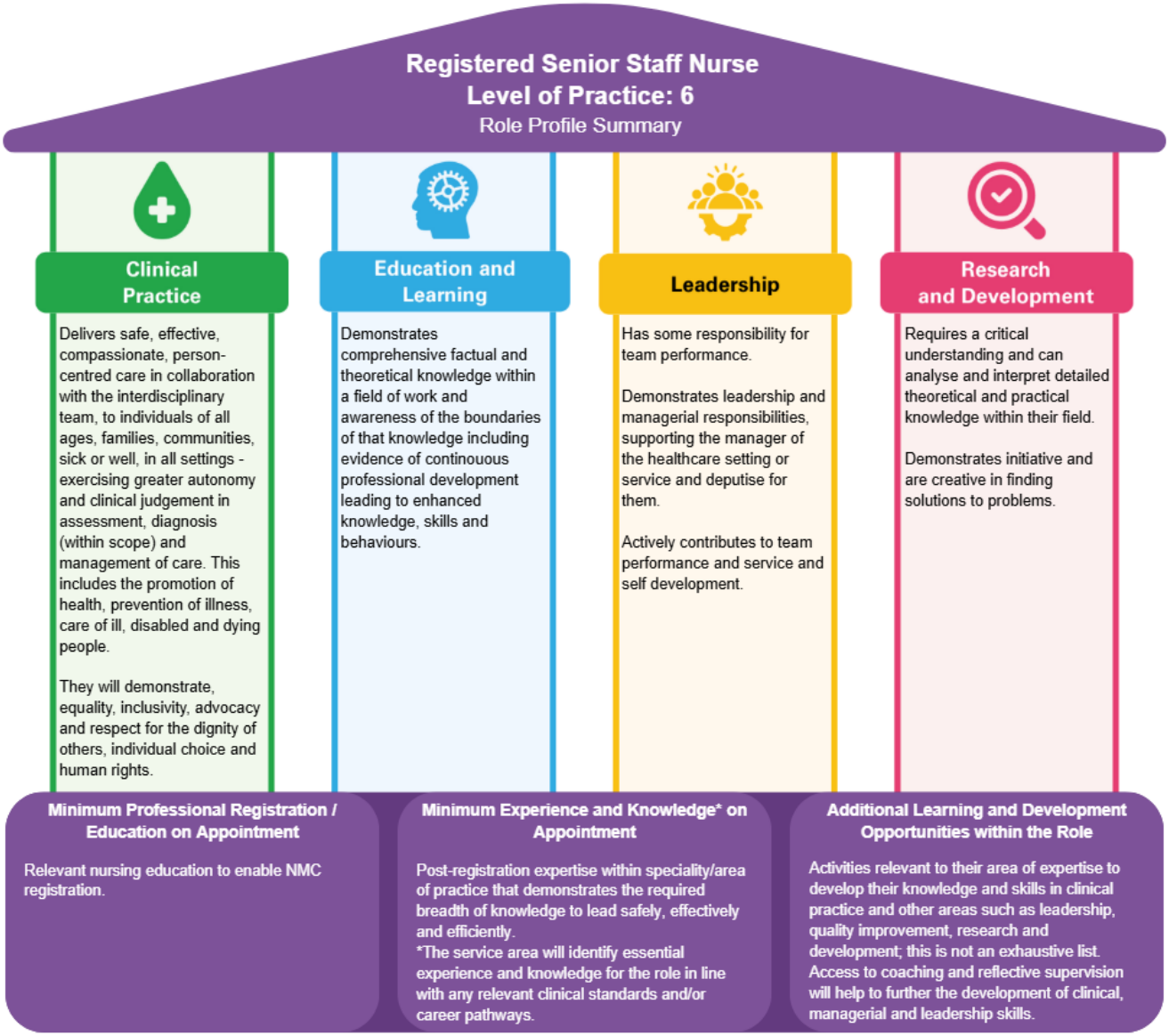
Additional Learning and Development Opportunities within the Role

Access to coaching and reflective supervision will help Staff Nurses develop their clinical, management and leadership skills.

8 Knowledge, Skills & Behaviours for Senior Staff Nurse (Level of Practice 6)

A profile summary for the role of Registered Senior Staff Nurse, Level of Practice 6, is outlined in Figure 4:

Figure 4: Registered Senior Staff Nurse Role Profile Summary



Role Descriptor

Clinical Practice

The Registered Senior Staff Nurse practises autonomously and delivers safe, effective, compassionate person-centred care in collaboration with members of the interdisciplinary team to individuals of all ages, families, groups and communities, sick or well and in all settings –using enhanced clinical judgement and decision-making in assessment, diagnosis (within scope) and management of care.[1,2]This includes the promotion of health, the prevention of illness, clinical assessment and the care of ill, disabled and dying people[6]. Through their professional practice nurses will demonstrate equality, inclusivity, advocacy, respect for the dignity of others, individual choice and human rights[7].

Key Knowledge, Skills and Behaviours

Ability to:

- Practise autonomously and as part of a team, assuming accountability and responsibility for the promotion and delivery of safe, effective, compassionate and quality person-centred care;
- Demonstrate accountability and responsibility to lead the delivery of safe, effective and person-centred care as part of the multi-disciplinary team;
- Use skills of critical analysis, evaluation and effective management to make justifiable timely clinical decisions, utilising a range of appropriate information and resources;
- Holistically assess, plan, implement or direct complex care/interventions and evaluate effectiveness;
- Apply and continue to develop specialist clinical knowledge, skills and behaviours appropriate to specific area of practice;
- Utilise advanced communication skills and strategies to communicate across relevant interdisciplinary teams/multiagency when dealing with complex issues;
- Select and use technology and information systems to both inform and support practice;

- Use technology and information systems to collect, analyse and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care;
- Promote and influence others to incorporate non-judgemental, values-based care into practice demonstrating equality, equity, diversity and inclusion[7];
- Identify and implement the principles of population health, health promotion and factors that may influence a range of health inequalities and patterns of health, through use of appropriate resources including health literacy;
- Act as an advocate for people and empower them to share in decision-making about their care;
- Apply and ensure adherence to relevant guidance[8], policies and legislation that govern legal and ethical aspects of service provision and embed into practice;
- Lead and support the implementation of local polices, guidelines and protocols, ensuring they reflect national policy, legislation and current evidence;
- Monitor and maintain health, safety and security of self and others, by adhering to health and safety legislation and policies;
- Escalate and/or respond to concerns and/or incidents in accordance with local reporting policies and procedures and professional standards;
- Ensure completion of person-centred risk assessments and implementation of plans of care, for example: Care Bundles, Mental Capacity Act etc[14];
- Implement and promote safeguarding policies and procedures.

They will have a comprehensive factual and theoretical knowledge within a field of work and awareness of the boundaries of that knowledge including evidence of continuous professional development leading to enhanced knowledge, skills and behaviours.

Key Knowledge, Skills and Behaviours

Ability to:

- Role model accountability for own professional development and the maintenance of professional competence and NMC revalidation[9];
- Engage in, support and facilitate a range of learning activities and reflective supervision to improve care and practice in self and others;
- Ensure continuous professional development of self/others through appraisal and personal development planning processes;
- Create an effective and supportive environment that ensures learning opportunities for others;
- Facilitate learning and development by role-modelling, motivating and encouraging others;
- Apply the evidence-based skills of facilitation, teaching, assessment and development to ensure best practice standards;
- Supervise and assess pre-registration and post-registration nurses;
- Supervise and support the development of non-registered healthcare/nursing staff;
- Support and develop new team members and colleagues;
- Engage in learning needs analyses, educational audit and evaluation of educational interventions;
- Identify, address and report underperformance as per organisational policy;
- Implement lessons learned from audit, adverse incidents and complaints.



They have some responsibility for team performance. The senior staff nurse demonstrates leadership and management responsibilities, supports the manager of the healthcare setting service and deputises for them. They actively contribute to team performance and service and self-development.

Key Knowledge, Skills and Behaviours

Ability to:

- Utilise the Collective Leadership Framework for Nursing and Midwifery to assess, develop and demonstrate leadership capabilities through:
    - gaining insight into self and own behaviours through reflective practice and acting on feedback;
    - demonstrating compassionate leadership;
    - demonstrating skills in motivating, influencing and negotiation;
    - role modelling professional ethics, values and best practice as per NMC Code;
    - valuing and promoting equality and diversity;
    - respectful practice ensuring a culture of inclusion.
- Engage in activities to promote self-care and enhance the team's health and well-being;
- Demonstrate accountability for own professional practice and hold others to account as per NMC Code[3];
- Work autonomously as an equal partner with a range of other professionals, and in interdisciplinary teams[2];
- Appropriately manage and delegate to others in accordance with the regional framework guidelines[15] and organisational governance arrangements;
- Communicate complex information at an appropriate level to a range of audiences, ensuring accessibility and inclusivity;
- Actively promote a supportive and just culture, where constructive feedback is received positively and regarded as a learning opportunity;
- Display creativity and innovation in exploring and implementing possible solutions to problems and evaluating their effectiveness;

- Respond proactively and support others to take responsibility for ensuring concerns are addressed in a timely manner applying relevant policies and professional guidance;
- Demonstrate the ability to lead a team utilising the Collective Leadership Framework for Nursing and Midwifery[20];
- Ensure the effective and efficient management of resources, having knowledge of budgetary constraints and needs of the service;
- Demonstrate the ability to use recognised workload assessment and skill mix tools to ensure safe and effective person-centred care;
- Recognise, monitor, and implement suitable processes to improve safe and effective staffing levels, ensuring the provision of person-centred care, raising concerns and escalating as per organisational policy;
- Utilise local governance structures, frameworks, strategic drivers and policy to improve care;
- Provide leadership for quality improvement and service development to enhance people's wellbeing and experiences of healthcare[17,18];
- Promote and manage a safe, inclusive and healthful culture[12] that learns from and responds to risk as per organisational governance arrangements;
- Contribute to workforce development through personal and professional development of individuals and teams aligned to organisational priorities;
- Demonstrate leadership behaviours when managing people, adhering to organisational human resource policies and processes.

[20] Northern Ireland Practice and Education Council (NIPEC) (2024) *A Collective Leadership Framework for Nursing and Midwifery*. Belfast: NIPEC.

They require a critical understanding and can analyse and interpret detailed theoretical and practical knowledge within and/or their field. The demonstrate imitative and are creative in finding solutions to problems.

Key Knowledge, Skills and Behaviours

Ability to:

- Demonstrates the ability to search, critically appraise and evaluate evidence to inform person-centred practice;
- Promote adherence to research governance, including Good Clinical Practice, ethics, data protection and confidentiality;
- Support and assist in implementation of ideas for service improvement;
- Enable and contribute to Quality Improvement projects and initiatives, clinical audit and research activity which informs[17,18];
- Disseminate and implement good practice and learning emerging from quality indices, audit, research and quality improvement activity to enhance practice and patient experience.

Minimum Professional Registration/ Education on Appointment

Senior Staff Nurse

Relevant nursing qualification to enable NMC registration:

- Registered Nurse (RN) Adult
- RN Children's
- RN Mental Health
- RN Learning Disabilities

Minimum Experience & Knowledge on Appointment*

Post-registration expertise within specialty/area of practice that demonstrates the required breadth of knowledge to lead safely, effectively and efficiently.

Additional Learning and Development Opportunities within the Role

Learning and development activities relevant to their area of expertise to develop their knowledge and skills in clinical practice and other areas such as, leadership, quality improvement, research and development; this is not an exhaustive list.

Access to coaching and reflective supervision will help Senior Staff Nurses to further develop their clinical, management and leadership skills.

* The service area will identify essential experience and knowledge for the role in line with any relevant clinical standards and/or career pathways.

Appendix 1

In developing this Framework, the following have been considered:

- Department of Health (DoH) (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process*. London: DoH. Available at: https://www.skillsdevelopmentnetwork.com/assets/documents/ksf.pdf [Accessed on 12 November 2025]

- Department of Health (DoH) (2016) *Mental Capacity Act.* Belfast: DoH. Available at: https://www.health-ni.gov.uk/topics/mental-capacity-act [Accessed on 12 November 2025]

- Department of Health (DoH) (2019) *Quality 2020 - A ten-year strategy to protect and improve quality in health and social care in Northern Ireland*. Belfast: DoH. Available at: https://www.health-ni.gov.uk/publications/quality-2020-ten-year-strategy-protect-and-improve-quality-health-and-social-care [Accessed on 12 November 2025)

- Department of Health (DoH) (2020) *Nursing and Midwifery Task Group (NMTG) Report and Recommendations*. Belfast: DoH. Available at: https://www.health-ni.gov.uk/publications/nursing-and-midwifery-task-group-nmtg-report-and-recommendations [Accessed on 12 November 2025]

- Department of Health (DoH) (2023) *Five-year vision for Nursing and Midwifery.* Belfast: DoH. Available at: Shaping Our Future: A Vision for Nursing & Midwifery in NI: 2023-2028 [Accessed on 12 November 2025]

- Glaser, J. (2021) *5 Principles to Improve the Patient Experience*. Boston: Harvard Business Review. Available at: https://hbr.org/2021/11/5-principles-to-improve-the-patient-experience [Accessed on 12 November 2025]

- Health Service Executive (HSE) and Health and Social Care Northern Ireland (HSCNI) (2022) *All-Ireland Digital Capability Framework for Health and Social Care*. Belfast: HSE & Digital Health and Care NI.
  Available at: https://www.health-ni.gov.uk/publications/all-ireland-digital-capability-framework [Accessed on 12 November 2025]

- Information Commissioner's Office (ICO) (2022) *Guide to the General Data Protection regulation (GDPR).* Surrey: ICO.
  Available at: UK General Data Protection Regulation | ICO [Accessed on 12 November 2025]

- McCormack, B., McCance, T. (2017) *Person-Centred Practice in Nursing and Health Care.* Theory and practice. 2nd Ed. Chichester: Wiley Blackwell.

- National Health Service (NHS) Employers (2010) *Appraisals and KSF made simple – a practical guide.* London: NHS Employers.
  Available at: Microsoft Word - Appraisals and KDF made simple - a practical guide _FINAL FULL GUIDE_.docx [Accessed on 12 November 2025]

- National Health Service (NHS) England (2023). *Improving patient safety culture- a practical guide.* London: NHS England.
  Available at: improving-patient-safety-culture-a-practical-guide-v2.pdf [Accessed on 12 November 2025]

- Northern Ireland Practice and Education Council (NIPEC) (2019) *Deciding to Delegate: a decision support framework for nursing and midwifery*. Belfast: NIPEC.
  Available at: https://nipec.hscni.net/projects-a-z/delegation-in-nursing-and-midwifery/ [Accessed on 12 November 2025]

- Northern Ireland Practice and Education Council (NIPEC) (2019) *Safeguarding Adults: A core competency framework for nurses and midwives*. Belfast: NIPEC. Available at: Safeguarding Adults Core Competency Framework [Accessed on 12 November 2025]

- Northern Ireland Practice and Education Council (NIPEC) (2022) *Career Pathway for District Nursing*. Belfast: NIPEC. Available at: District Nursing | NIPEC [Accessed on 12 November 2025]

- Northern Ireland Practice and Education Council (NIPEC) (2022) Northern Ireland *Preceptorship Framework for Nursing and Midwifery*. Belfast: NIPEC. Available at: Preceptorship Framework NI | NIPEC [Accessed on 12 November 2025]

- Northern Ireland Practice and Education Council (NIPEC) (2022) *Reflective Supervision: A Framework to Support Nursing and Midwifery Practice in Northern Ireland*. Belfast: NIPEC. Available at: Reflective Supervision | NIPEC [Accessed on 12 November 2025]

- Northern Ireland Practice and Education Council (NIPEC) (2024) *A Collective Leadership Framework for Nursing and Midwifery.* Belfast: NIPEC. Available at: Leadership: A Collective Leadership Framework for Nursing and Midwifery | NIPEC [Accessed on 12 November 2025]

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- Nursing and Midwifery Council (NMC) (2015) *Enabling Professionalism.* London: NMC.
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Appendix 2

MEMBERSHIP OF TASK AND FINISH GROUP

Dawn Ferguson	Chair Assistant Director of Nursing & Midwifery Workforce, Education and Training, Southern HSC Trust
Eunice Strahan	NIPEC Project Lead
Sinead Douthart Sheelagh O'Connor	Belfast HSC Trust
Tracie Fleming	Northern HSC Trust
Roisin Devlin	South Eastern HSC Trust
Gail Doak	Southern HSC Trust
Tracy McGilligan	Western HSC Trust
Alana Irvine	Independent Sector
Fiona Flynn	NI Hospices
Grace Stewart	Children's Hospice
Sonia Glendinning	DoH
Sheila Kinoulty	PHA
Denise Greatorex	Northern HSC Trust HR
Linzi McIlroy	Royal College of Nursing
Maura McKenna	Trade Union Forum
Ann Speed	Unison
Janet Taylor Eilish Madden Roslyn OBoyle	Unite
Patrick Gallagher	Clinical Education Centre
Dr Billijoan Rice	Queen's University Belfast

Bridin Crumlish-Hannaway	Ulster University
Stephanie Foster Siobhan Johnston	Open University
Elaine Connolly Lynn Long	RQIA
Angela McLernon	GP Federation
Service User Representation	Regional PPI Leads, HSC Trusts, Independent Sector, Education Providers

Appendix 3

NIPEC

NI Career & Development Model for Nursing & Midwifery

Staff Assessment and Development Tool

Level of Practice 5 – Staff Nurse

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.

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

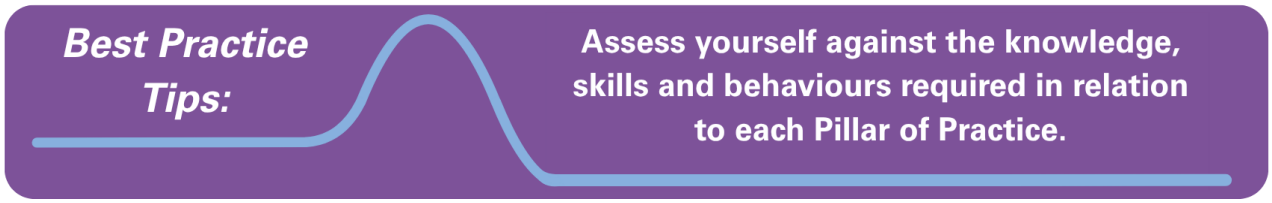
Sign Off

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.

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
Generic	**1**	**2**	**3**		
5C1 – Practise autonomously as part of a team, assuming accountability and responsibility for the promotion and delivery of safe, effective, compassionate and quality person-centred care					
5C2 - Use skills of critical thinking, analysis and evaluation to make justifiable timely clinical decisions, utilising a range of appropriate information and sources					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
5C3 - Holistically assess, plan, implement or delegate care/interventions and evaluate effectiveness in partnership with their patients/clients					
5C4 - Develop and apply clinical knowledge, skills and behaviours, ensuring they are current and appropriate to the specific area of practice					
5C5 - Use and adapt a range of strategies to role model empathic, compassionate interpersonal and communication skills to effectively and appropriately enable interactions with individuals, carers and colleagues					
5C6 - Promote values-based decision making					
5C7 - Demonstrate the use of technology and information systems and resources available in order to deliver quality care					
5C8 - Provide and share information effectively and concisely for a range of situations and contexts to maximise effectiveness, safety and continuity of care					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
5C9 - Act and influence others to incorporate non-judgemental, values-based care into practice demonstrating equality, equity, diversity and inclusion					
5C10 - Identify and implement the principles of population health, health promotion, health protection and factors that may influence a range of health inequalities and patterns of health, through use of appropriate resources including health literacy					
5C11 - Act as an advocate for people and empower them to participate in decision-making about their care					
5C12 - Maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision					
5C13 - Apply and ensure adherence to the NMC Code, relevant guidance, policies and legislation that govern legal and ethical aspects of service provision and embed into practice					
5C14 - Contribute to the review and development of local policies, guidelines and protocols					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
5C15 - Monitor and maintain health, safety and security of self and others, by adhering to health and safety legislation and policies					
5C16 - Raise and escalate concerns and/or report incidents in accordance with local reporting policies and procedures and professional standards					
5C17 - Implement and promote relevant safeguarding policies and procedures					

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
Generic	**1**	**2**	**3**		
5E1 - Accept responsibility for own professional development and the maintenance of professional competence and NMC revalidation					
5E2 - Successfully complete a preceptorship programme					
5E3 - Engage in a range of learning activities and reflective supervision to improve care and practice					
5E4 - Engage in appraisal process and the development and implementation of a Personal Development Plan (PDP) to ensure continuous professional development in order to facilitate career development and progression					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
5E5 - Contribute to the development of others through a supportive learning environment					
5E6 - Facilitate learning and development by providing feedback, mentoring, buddying role-modelling, motivating and encouraging others					
5E7 - Apply the evidence-based skills of facilitation, teaching, assessment and development to ensure best practice standards					
5E8 - Contribute to the supervision and assessment of pre-registration and post-registration nurses					
5E9 - Supervise and contribute to the development of non-registered healthcare/nursing staff					

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
Generic	**1**	**2**	**3**		
5L1 - • Develop personal leadership and management abilities specific to role by: • gaining insight into self and own behaviours through reflective practice • practice self-care to sustain optimal well-being enabling safe and effective care • obtaining, analysing and acting on feedback from a variety of sources for example internal and external to the organisation					

• demonstrating compassionate leadership • demonstrating skills in motivating, influencing and negotiation • role modelling professional ethics, values and best practice as per NMC Code • recognising, valuing, respecting and promoting equality and diversity to build a person-centred healthful culture					
5L2 - Demonstrate accountability for own practice and work autonomously, as an equal partner with a range of other professionals, and in interdisciplinary teams					
5L3 - Appropriately delegate others in accordance with the regional framework guidelines and organisational governance arrangements					
5L4 - Communicate effectively across a variety of channels ensuring accessibility and inclusivity					
5L5 - Seek, receive and provide feedback in an open, honest and constructive manner					

5L6 - Identify and analyse problems and work collaboratively to implement solutions					
5L7 - Respond proactively to concerns by addressing or escalating as per organisational policy and professional guidance					
5L8 - Demonstrate the ability to practice both independently and in collaboration with others					
5L9 - Contribute to the effective and efficient management of resources, having awareness of budgetary constraints and needs of the service					
5L10 - Be aware of effective staffing levels to meet safe, person-centred care and raise concerns when appropriate					
5L11 - Demonstrate awareness of local governance structures, frameworks, strategic policy and strategy used to improve care quality					
5L12 - Contribute to a safe, inclusive and healthful culture that learns from and responds to risk as per organisational governance arrangements					
5L13 - Give support and guidance to colleagues enabling personal and professional development					

5L14 - Complete a person-centred risk assessment as appropriate and implement plan of care, for example: Care Bundles, Mental Capacity Act etc					
5L15 - Implement and promote safeguarding policies and procedures					

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
Generic	**1**	**2**	**3**		
5R1 - Search appropriate databases, identify current and valid evidence to inform person-centred practice					
5R2 - Adhere to research governance, including Good Clinical Practice, ethics, data protection and confidentiality					
5R3 - Identify ideas for service improvement and share these with your line manager					
5R4 - Participate in Quality Improvement, clinical audit and contribute to research activity informing practice					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
5R5 - Disseminate good practice and learning emerging from for e.g. quality indices, risk reporting systems, serious adverse incidents, audit, research and quality improvement activity					

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

NI Career & Development Model for Nursing & Midwifery

Staff Assessment and Development Tool
Level of Practice 6 – Senior Staff Nurse

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.

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

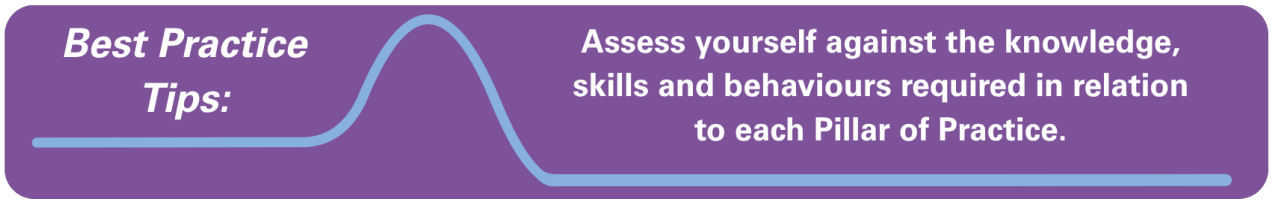
Sign Off

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.

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 6

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
Generic	**1**	**2**	**3**		
6C1 – Practise autonomously and as part of a team, assuming accountability and responsibility for the promotion and delivery of safe, effective, compassionate and quality person-centred care					
6C2 - Demonstrate accountability and responsibility to lead the delivery of safe, effective and person-centred care as part of the multi-disciplinary team					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
6C3 - Use skills of critical analysis, evaluation and effective management to make justifiable timely clinical decisions, utilising a range of appropriate information and resources					
6C4 - Holistically assess, plan, implement or direct complex care/interventions and evaluate effectiveness					
6C5 - Apply and continue to develop specialist clinical knowledge, skills and behaviours appropriate to specific area of practice					
6C6 - Utilise advanced communication skills and strategies to communicate across relevant interdisciplinary teams/multiagency when dealing with complex issues					
6C7 - Select and use technology and information systems to both inform and support practice					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
6C8 - Use technology and information systems to collect, analyse and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care					
6C9 - Promote and influence others to incorporate non-judgemental, values-based care into practice demonstrating equality, equity, diversity and inclusion					
6C10 - Identify and implement the principles of population health, health promotion and factors that may influence a range of health inequalities and patterns of health, through use of appropriate resources including health literacy					
6C11 - Act as an advocate for people and empower them to share in decision-making about their care					
6C12 - Apply and ensure adherence to relevant guidance, policies and legislation that govern legal and ethical aspects of service provision and embed into practice					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
6C13 - Lead and support the implementation of local polices, guidelines and protocols, ensuring they reflect national policy, legislation and current evidence					
6C14 - Monitor and maintain health, safety and security of self and others, by adhering to health and safety legislation and policies					
6C15 - Escalate and/or respond to concerns and/or incidents in accordance with local reporting policies and procedures and professional standards					
6C16 - Ensure completion of person-centred risk assessments and implementation of plans of care, for example: Care Bundles, Mental Capacity Act etc					
6C17 - Implement and promote safeguarding policies and procedures					

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
Generic	**1**	**2**	**3**		
6E1 - Role model accountability for own professional development and the maintenance of professional competence and NMC revalidation					
6E2 - Engage in, support and facilitate a range of learning activities and reflective supervision to improve care and practice in self and others					
6E3 - Ensure continuous professional development of self/others through appraisal and personal development planning processes					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
6E4 - Create an effective and supportive environment that ensures learning opportunities for others					
6E5 - Facilitate learning and development by role-modelling, motivating and encouraging others					
6E6 - Apply the evidence-based skills of facilitation, teaching, assessment and development to ensure best practice standards					
6E7 - Supervise and assess pre-registration and post-registration nurses					
6E8 - Supervise and support the development of non-registered healthcare/nursing staff					
6E9 - Support and develop new team members and colleagues					
6E10 - Engage in learning needs analyses, educational audit and evaluation of educational interventions					
6E11 - Identify, address and report underperformance as per organisational policy					
6E12 - Implement lessons learned from audit, adverse incidents and complaints					

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
Generic	**1**	**2**	**3**		
6L1 - Utilise the Collective Leadership Framework for Nursing and Midwifery to assess, develop and demonstrate leadership capabilities through: • gaining insight into self and own behaviours through reflective practice and acting on feedback • demonstrating compassionate leadership • demonstrating skills in motivating, influencing and negotiation • role modelling professional ethics, values and best practice as per NMC Code					

• valuing and promoting equality and diversity • respectful practice ensuring a culture of inclusion					
6L2 - Engage in activities to promote self-care and enhance the team's health and well-being					
6L3 - Demonstrate accountability for own professional practice and hold others to account as per NMC Code					
6L4 – Work autonomously as an equal partner with a range of other professionals, and in interdisciplinary teams					
6L5 - Appropriately manage and delegate to others in accordance with the regional framework guidelines and organisational governance arrangements					
6L6 - Communicate complex information at an appropriate level to a range of audiences, ensuring accessibility and inclusivity					
6L7 - Actively promote a supportive and just culture, where constructive feedback is received positively and regarded as a learning opportunity					
6L8 - Display creativity and innovation in exploring and implementing possible solutions to problems and evaluating their effectiveness					

6L9 - Respond proactively and support others to take responsibility for ensuring concerns are addressed in a timely manner applying relevant policies and professional guidance					
6L10 - Demonstrate the ability to lead a team utilising the Collective Leadership Framework for Nursing and Midwifery					
6L11 - Ensure the effective and efficient management of resources, having knowledge of budgetary constraints and needs of the service					
6L12 - Demonstrate the ability to use recognised workload assessment and skill mix tools to ensure safe and effective person-centred care					
6L13 - Recognise, monitor, and implement suitable processes to improve safe and effective staffing levels, ensuring the provision of person-centred care, raising concerns and escalating as per organisational policy					
6L14 - Utilise local governance structures, frameworks, strategic drivers and policy to improve care					
6L15 - Provide leadership for quality improvement and service development to enhance people's					

wellbeing and experiences of healthcare					
6L16 - Promote and manage a safe, inclusive and healthful culture that learns from and responds to risk as per organisational governance arrangements					
6L17 - Contribute to workforce development through personal and professional development of individuals and teams aligned to organisational priorities					
6L18 - Demonstrate leadership behaviours when managing people, adhering to organisational human resource policies and processes					

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
Generic	**1**	**2**	**3**		
6R1 - Demonstrates the ability to search, critically appraise and evaluate evidence to inform person-centred practice					
6R2 - Promote adherence to research governance, including Good Clinical Practice, ethics, data protection and confidentiality					
6R3 - Support and assist in implementation of ideas for service improvement					
6R4 - Enable and contribute to Quality Improvement projects and initiatives, clinical audit and research activity which informs					

Knowledge, skills, behaviours	Rating			Evidence to support achievement	How you will achieve this outcome
Generic	**1**	**2**	**3**		
6R5 - Disseminate and implement good practice and learning emerging from quality indices, audit, research and quality improvement activity to enhance practice and patient experience					

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

Published November 2025

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