



Bord Altranais agus
Cnáimhseachais na
hÉireann Nursing and
Midwifery Board of Ireland

Advanced Practice (Nursing) Standards and Requirements

DRAFT

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Of note

Inside front page will be Acknowledgements, and {web link to Glossary }

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Abbreviations

HEI:	Higher Education Institution
ICN:	International Council of Nurses
MOU:	Memorandum of Understanding
NCEC:	National Clinical Effectiveness Committee (Department of Health, Ireland)
NCNM:	National Council for the Professional Development of Nursing and Midwifery
NMBI:	Nursing and Midwifery Board of Ireland (the Board)
NMPDU:	Nursing and Midwifery Planning and Development Unit
ONMSD:	Office of Nursing and Midwifery Services Director
QQI:	Quality and Qualifications Ireland
RAMP:	Registered Advanced Midwife Practitioner
RANP:	Registered Advanced Nurse Practitioner
WGAP:	Working Group Advanced Practice

Preface

Introduction

The Nursing and Midwifery Board of Ireland (the Board) is the statutory regulatory body for nursing in Ireland. The object of the Board shall be the protection of the public in its dealing with nurses and midwives and the integrity of the practice of nursing and midwifery through the promotion of high standards of professional education, training and practice and professional conduct among nurses and midwives (Part 2 (8) of the Nurses and Midwives Act 2011). The duties of the Board in relation to education and training of nurses and midwives are defined by the provisions of Part 10 (85) of the Nurses and Midwives Act, 2011.

The purpose of this document, *Advanced Practice (Nursing) Standards and Requirements*, is to guide the development of innovative, flexible and practice-orientated programmes that lead to registration as advanced nurse practitioners. The *Advanced Practice (Nursing) Standards and Requirements* apply to Higher Education Institutions and their associated Healthcare Provider(s) to inform the development, delivery, and evaluation of educational programmes for Advanced Practice (Nursing). Professional principles and values form the basis of ethical behaviour, which guide each Registered Advanced Nurse Practitioner's (RANP's) interaction with patients, colleagues and society. The *Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives* (NMBI 2014) {available at: [insert direct web link](#)} is based on five principles that govern advanced practice (nursing).

Principle 1:

Respect for the Dignity of the Person (NMBI 2014) under the care of the RANP, which includes demonstrating leadership in the promotion of safety and respect of individual autonomy and each person's right to self-determination.

Principle 2:

Professional Responsibility and Accountability (NMBI 2014) underpins the practice of the RANP who demonstrates high standards of professional behaviour and is professionally responsible and accountable for his/her attitudes and actions including inactions and omissions. The RANP recognises the relationship between professional responsibility and accountability and professional integrity whilst advocating for patients' rights.

Principle 3:

Quality of Practice (NMBI 2014) RANPs demonstrate leadership in the delivery of autonomous nursing practice based on expert knowledge, competence, kindness and compassion. RANPs promote the provision of quality care that ensures effective patient outcomes in safe environments.

Principle 4:

Trust and Confidentiality (NMBI 2014) are core professional values underpinning RANPs' relationships with patients and colleagues, exercised through professional judgement and responsibility.

Principle 5:

Collaboration with Others (NMBI 2014) is integral to advanced practice (nursing) as RANPs demonstrate leadership in collaborating and communicating with various members of the multidisciplinary team in their quest for optimal patient outcomes.

Section 1:

1 Background

The Report of the Commission on Nursing: A Blueprint for the Future (Government of Ireland 1998) recommended the establishment of the National Council for the Professional Development of Nursing & Midwifery (NCNM) with one of its functions being the development of advanced nursing and midwifery persons and posts. In 2010, the Department of Health & Children assigned additional functions to An Bord Altranais to determine, in accordance with criteria set by the NCNM, applications for accreditation of posts as advanced nurse/midwife practitioners and applications for the registration of nurses as advanced nurse practitioners and midwives as advanced midwife practitioners (Statutory Instrument (S.I.) 3 of 2010), which was operationalised through the Nurses Rules 2010 (S.I. 689 of 2010).

The Nurses and Midwives Act (2011) states that the Board shall publish the Standards required for registration in any division, which includes registration as an Advanced Nurse Practitioner. In accordance with the Nurses and Midwives Act (2011) the development of *Advanced Practice (Nursing) Standards and Requirements* necessitated a review of established National Council for the Professional Development of Nursing and Midwifery (NCNM) criteria (NCNM 2008¹, NCNM 2008²); therefore, a Working Group for Advanced Practice (WGAP) was established on February 11th 2014 {Insert web link to members of the WGAP}. The methodology employed to develop the *Advanced Practice (Nursing) Standards and Requirements* included an extensive review of the literature (Carney 2014) available at: www.nursingandmidwiferyboard/literaturereview2014. The WGAP devised a Survey for Advanced Practice, comprising 32 questions, which was distributed to nurses and midwives in May 2014 (n=250). The response rate was 92% (n=193). Survey findings (available at: www.nursingandmidwiferyboard/survey2014) were further explored at focus groups in September 2014. Eight venues in Cork, Dublin North and Dublin South, Limerick, Louth, Offaly, Sligo, Waterford, were organised, in collaboration with the Nursing and Midwifery Planning and Development Units (NMPDU's) (available at: www.nursingandmidwiferyboard/focusgroups2014). Extensive consultations and information sharing informed the development of the *Standards and Requirements for Advanced Practice (Nursing)*. Principles to support advanced nurse practitioners and advanced practice were also developed (Carney 2014) available at: www.nursingandmidwiferyboard/principles2014.

1.1 Extracts from the Nurses and Midwives Rules, European Union Council Directives for Nursing and Midwives and Nurses and Midwives Act (2011).

New Nurses and Midwives Rules (2015) The Board will provide ANP/AMP Divisions of the Register and the new Requirements and Standards will permit ANP/AMP's to stay in the Divisions of the Register. The Person and Post that were previously linked under SI 689 of 2010 no longer remains in place.

Comment [M1]: Cite here and interpret when published

1.2 The National Framework of Qualifications

The academic standard and terminal award for these programmes are at Level 9 on the National Framework of Qualifications (Quality and Qualifications Ireland (QQI) 2014), which were developed in partnership with national stakeholders and evolved from the Qualifications (Education and Training) Act 1999.

Section 2:

2 COMPETENCES for ADVANCED PRACTICE (NURSING)

2.0 Introduction

Competence is the effective and creative demonstration and deployment of advanced knowledge and skill in human situations, based on professional attitudes, emotions, values, and sense of self-efficacy of each Registered Advanced Nurse Practitioner (RANP), as well as advanced knowledge of procedures. Moral principles, as set out in the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (2014), underpin professional advanced nursing practice (NMBI 2014). Competences for advanced practice (nursing) continually evolve in response to changing healthcare needs; hence, it is imperative that competences are clearly articulated, with indicators, specific to each area of clinical practice. Consequently, established local clinical governance arrangements for the assessment and management of clinical risk, focusing on patient safety must support the maintenance of competence for RANPs and the achievement of competence for ANPc(s). A critical element of competency development is clinical supervision.

The ANPc must meet the criteria to register as an Advanced Nurse Practitioner (Appendix 1).

Domains of Competence leading to Registration as an Advanced Nurse Practitioner are adapted from NMBI 2015, QQI 2014, Tuning Project (Nursing Subject Area Group (2011) and An Bord Altranais 2010. It is the responsibility of the Advanced Nurse Practitioner Candidate (ANPc) to demonstrate achievement of the competences for advanced practice (nursing) in each of the six domains.

2.1 Domain 1: Professional Values and Conduct of the Registered Advanced Nurse Practitioner

Knowledge and appreciation of the virtues of caring, compassion, empathy, honesty, integrity and respect as a basis for upholding the professional values of advanced nursing practice and identity as a Registered Advanced Nurse Practitioner (RANP).

On successful completion of the education programme (Advanced Practice), the Registered Advanced Nurse Practitioner will demonstrate capacity to:

Practise safely

Indicators:

Identify and implement actions to ensure the safety of the person whilst protecting the public, through the delivery of safe, ethical, reliable, compassionate and competent care across the life continuum

Engage in continuous quality improvement by challenging assumptions and questioning beliefs, guidelines, policies and regulations that govern care of the person in the healthcare setting to ensure evidence based practice

Uphold and promote the professional values of nursing by utilising his/her advanced knowledge and critical thinking skills to practice with integrity and honesty within Irish and European legislation

Demonstrate expert advanced knowledge and skill in providing care for individuals autonomously within her/his scope of professional practice

Use his/her advanced knowledge and skill to autonomously identify and challenge behaviour, or healthcare practice, that could compromise a person's safety, privacy or dignity, giving due regard to ethical and professional guidance on safeguarding the interests of vulnerable people

Practise compassionately

Demonstrate the value of nursing through innovative advanced practice that is caring, holistic, impartial, kind, non-judgmental and sensitive

Demonstrate and promote respect for the dignity, diversity, integrity and uniqueness of each person through a collaborative partnership that recognises the person's autonomy and right to self-determination

Demonstrate leadership by practising compassionately to facilitate, optimise, promote and support the health, comfort, quality of life and wellbeing of persons whose lives are affected by altered health, chronic disorders, disability, distress or life-limiting conditions

Practise professionally, responsibly and accountably

Demonstrate accountability, authority, autonomy, competence, experience and responsibility in advanced practice (nursing)

Take personal and professional accountability for one's own clinical decisions and actions

Accept accountability for advanced clinical decision-making for all elements of advanced practice provided to each person in his/her caseload

Identify personal learning needs and take the necessary steps to meet identified learning needs, which will further enhance patient care

2.2 Domain 2: Clinical-Decision Making

Knowledge and understanding of the principles of delivering safe and effective advanced nursing care through the use of systematic and problem-solving approaches in the development and delivery of person-centred plans of care based on a negotiated partnership with each person and his/her primary carer, as relevant.

On successful completion of the education programme (Advanced Practice), the Registered Advanced Nurse Practitioner will demonstrate capacity to:

Assess the person's nursing and health needs

Conduct systematic comprehensive assessments, using appropriate evidence based frameworks, to form the basis for independent autonomous advanced nursing care

Organise clinical information and the person's experience to altered ability, health, or life stage needs to inform the plan of advanced nursing care

Utilise advanced skills and knowledge to analyse and collate information, which contributes to a comprehensive and holistic person-centred assessment

Utilise advanced clinical decision-making skills to recognise and interpret signs of normal and changing health care needs, and respond accordingly

Plan and prioritise person-centred advanced nursing care (including selecting interventions based on best evidence and identification of desired goals) with the person

Synthesise and integrate expert knowledge from various domains to develop a clear and concise person-centred plan of care that incorporates the person's experience of altered health and expectation for recovery

Utilise advanced knowledge and critical thinking skills to plan advanced nursing interventions with specific indicators for the achievement of goals, applying best available evidence based on the principles of quality and patient safety

Undertake appropriate risk analysis based on advanced critical thinking and synthesis abilities to plan person-centred and effective nursing interventions within one's agreed scope of advanced nursing practice

Prioritise the person's immediate and longer-term advanced nursing and health care needs by setting goals based on acuity whilst taking into account relevant cultural, environmental, physical, psychological, social and spiritual factors

Communicate the plan of care, including a rationale for interventions, to the person, primary carer and other health professionals, as relevant

Deliver person-centred advanced nursing and clinical interventions, including health activities

Obtain permission from the person, ensuring his/her understanding of planned care, prior to delivering advanced nursing interventions

Demonstrate advanced clinical decision-making skills to manage one's patient case load, and deliver expert, person-centred, advanced nursing care safely and effectively

Reflect on, evaluate, and appraise current evidence based advanced nurse interventions, as relevant to one's scope of professional practice and expertise, to further enhance standards of care

Empower the person, through the provision of accurate and relevant information, to take a leading role in his/her health, life choices, recovery, resilience, self-management, social inclusion and well-being

Utilise advanced knowledge and critical thinking skills to directly and indirectly provide optimum care, whilst assisting the person to maintain his/her comfort, dignity, independence and rights

Critically analyse nursing practice, through reflection, to support a safe and comfortable environment to facilitate the person to promote his/her health, emotional and physical well-being and self-management

Appraise, evaluate and utilise relevant guidelines, legislation, policies, procedures, protocols and regulation to guide and support one's practice as relevant to his/her area of expertise of advanced practice

Demonstrate advanced leadership skills in promoting adherence to best practice for risk assessment and hazard minimization, and take relevant actions to proactively identify and manage clinical risks

Identify, appraise, apply, and promote integration of evolving research into professional practice with emphasis on evidence-based advanced nursing practice

Utilise information technology, in accordance with legislation and organisation policies and procedures, to comprehensively record all aspects of advanced nursing care

Evaluate advanced nursing care and undertake a comprehensive re-assessment

Utilise advanced knowledge, competences and skills to evaluate patient outcomes and adjust care plans through on-going evaluation, in collaboration with the person and his/her primary carer, as relevant

Source, appraise and utilise knowledge from a broad range of sources to inform, develop and enhance outcomes of care

Reflect on, synthesise and articulate insights and learning derived from evaluating aspects of professional practice and critical incidents to enhance outcomes of care

Utilise clinical judgement

Demonstrate advanced knowledge and skill to exercise higher levels of clinical judgement, clinical decision-making and discretion relevant to his/her area of professional practice

Justify clinical decisions, reflecting social and ethical responsibilities in addition to consideration of empirical evidence, whilst continuously analysing outcomes to inform clinical judgement

Reflect on clinical outcomes that inform clinical judgement based on scholarly, theoretical and/or experimental methods in advanced practice (nursing)

2.3 Domain 3: Knowledge and cognitive competences

Knowledge and understanding of the health continuum, life and behavioural sciences and their applied principles that underpin a competent knowledge base for advanced practice (nursing) and healthcare practice.

On successful completion of the education programme (Advanced Practice), the Registered Advanced Nurse Practitioner will demonstrate capacity to:

Practise from a competent knowledge base

Source, critically evaluate, synthesise, and apply current and evolving theories and concepts underpinning his/her area of advanced practice

Critically appraise and utilise evolving knowledge from ethical theory to moral dilemmas in day to day advanced practice (nursing)

Systematically gather, interpret and synthesise current and relevant aspects of national and international policies that influence his/her area of advanced practice and healthcare delivery

Demonstrate advanced leadership skills in sourcing, appraising and applying principles of quality and safety to co-ordinate evidence-based practice, audit, and research to enhance outcomes of person-centred care

Utilise findings from audit and evaluation of outcomes to enhance the delivery of expert nursing care through the publication of audit/research findings, and interdisciplinary and multidisciplinary communication

Demonstrate a vision for advanced practice (nursing) based on a competent expert knowledge base that can be developed beyond his/her current scope of practice to further enhance person-centred care

Actively contribute to the professional body of knowledge related to his/her area of advanced practice through the promotion of continuous inquiry and learning from the person and his/her family

Use critical thinking and reflection to inform practice

Utilise advanced practice skills to further develop analytical skills for critical thinking, evaluation, problem-solving, reasoning, and synthesis for application to practice

Reflect critically on all aspects of clinical practice with the aim of improving care delivered by self and others

Undertake complex and sustained analysis of professional issues and provide balanced, coherent and logical conclusions

Engage in continuous evaluation of personal contribution to the current body of expert knowledge that informs his/her area of advanced practice

2.4 Domain 4: Communication and inter personal competences

Knowledge, appreciation and development of empathic advanced communication skills and techniques for effective interpersonal relationships with people and other professionals in health care settings.

On successful completion of the education programme (Advanced Practice), the Registered Advanced Nurse Practitioner will demonstrate capacity to:

Communicate in a person-centred manner

Demonstrate advanced leadership skills by promoting communication strategies that are age appropriate, compassionate, culturally sensitive, effective, non-discriminatory and respectful

Audit and evaluate effectiveness of communication strategies employed in terms of outcomes of care related to his/her area of advanced practice

Utilise advanced communication and negotiation skills to enhance patient outcomes, as relevant to his/her area of advanced practice

Communicate effectively with the health care team

Demonstrate leadership in professional practice by communicating clearly and coherently verbally, and in writing, with other health and social care professionals

Negotiate with other health and social care professionals to ensure the beliefs, rights and wishes of the person are never compromised

Promote and use professional language when communicating, documenting and reporting to colleagues and health care teams

Critically analyse sharing of information with others in accordance with legal, professional and regulatory requirements, in the interests of protection of the public, as relevant to his/her area of advanced practice

2.5 Domain 5: Management and team competences

Working for the person's independence, recovery, safety and wellbeing through recognition of the collaborative partnership between the person, primary carer and multidisciplinary healthcare team.

On successful completion of the education programme (Advanced Practice), the Registered Advanced Nurse Practitioner will demonstrate capacity to:

Practise collaboratively

Promote the person's independence, recovery, safety and well-being by facilitating a collaborative partnership between the person, primary carer, interdisciplinary, multidisciplinary, health, and social care teams

Demonstrate the value of advanced practice (nursing) through the generation of knowledge, clinical practice initiatives, innovative education and research relevant to his/her area of advanced practice

Teach others using his/her advanced expert knowledge base derived from clinical experience, on-going reflection, and engagement in continuous professional development

Act proactively as an education resource for all members of the health care team

Manage team, others and self safely

Utilise advanced knowledge and skills to assess risk to a person's health status, safety, security and well-being, or through promotion of a safe environment for each patient, the team, including self and members of the public

Determine priorities by critically assessing his/her caseload in terms of patient safety and effective clinical outcomes

Utilise resources effectively, including effective time management, to facilitate organisation of the autonomous workload of the Registered Advanced Nurse Practitioner

Demonstrate leadership in fostering a supportive clinical work environment that enables a culture of compassion, inter professional openness, kindness, respect, safe standards of patient care and trust

2.6 Domain 6: Leadership potential and professional scholarship competences

Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skills and advanced decision-making skills in nursing as the foundation for lifelong professional education, maintaining competency and career development.

On successful completion of the education programme (Advanced Practice), the Registered Advanced Nurse Practitioner will demonstrate capacity to:

Develop leadership potential

Demonstrate advanced leadership in working collaboratively and communicating effectively with other members of the team, promoting evidence based expert practice, which incorporates person-centred care

Demonstrate leadership in utilising resources efficiently and effectively

Demonstrate leadership in enhancing personal performance of professional role through constructive use of appraisal, feedback and supervision

Utilise advanced leadership and influencing skills to promote an environment of collaborative learning, inquiry, open communication and reflective practice

Realise and articulate vision for key performance areas that enhance effective person-centred outcomes and service delivery

Utilise advanced knowledge and skills to influence members of the interdisciplinary and multidisciplinary teams to monitor the achievement

of key performance indicators to enhance the delivery of safe effective person-centred patient care

Develop professional scholarship

Develop professional scholarship through self-directed learning, critical questioning/reasoning skills and advanced clinical decision-making skills as the foundation for lifelong professional education, maintaining competency and career development

Critically review and respond to situations that require to be referred to more experienced colleagues, senior managers and/or other health care professionals

Learn from experience by engaging in reflective practice, update competence as required, and adapt advanced nursing interventions in response to dynamically changing healthcare environments and evolving scientific evidence

Make informed choices in the selection of appropriate research methodologies to answer clinical research questions, which evolve from his/her area of advanced practice

Engage in scientific inquiry by conducting valid and trustworthy research in clinical practice, in line with his/her organisation's ethical approval processes, contributing to the body of knowledge pertaining to his/her area of advanced practice

Contribute to the body of expert knowledge, relating to his/her area of advanced practice, by publishing his/her audit and research findings

Share learning with other Registered Advanced Nurse Practitioners, healthcare professionals and members of health and social care teams

Section 3:

3 STANDARDS for the APPROVAL OF HIGHER EDUCATIONAL INSTITUTIONS, ASSOCIATED HEALTH CARE PROVIDER(S) AND EDUCATIONAL PROGRAMMES leading to REGISTRATION as ADVANCED NURSE PRACTITIONERS

3.1 *The Approval Process for Higher Level Institutions, Associated Health Care Provider(s) and Educational Programmes leading to Registration as an Advanced Nurse Practitioner (RANP)*

The Board has statutory responsibility to approve educational providers in respect of education programmes for advanced practice (nursing). The role of the Board in relation to approval of professional education is distinct from academic accreditation of a programme by awarding bodies that are governed by the Qualifications and Quality Assurance Authority of Ireland (QQAAI). Professional accreditation and approval is a judgment as to whether a programme meets the requirements and standards to prepare a registered nurse to work as a Registered Advanced Nurse Practitioner. The latter is distinguished by the existence of criteria that are specific to the profession of nursing and advanced practice (nursing), these having been defined in consultation with members of those professions and other related parties and stakeholders. Educational quality will be achieved through partnership and collaboration between the key stakeholders, utilising the principles of governance and self-assessment (NMBI 2015 a).

The approval process: The approval process as part of the Nursing and Midwifery Board of Ireland's quality education framework consists of three parts:

- Approval** of the Higher Education Institution and Associated Health Care Provider(s)
- Approval** of the Educational Programme
- Review** of annual reports

3.2 Approval of the Higher Education Institution and Health Care Institution(s)

- 3.2.1 The Higher Education Institution must make a written submission to the Board in the form of a self-assessment audit of compliance with the *Advanced Practice (Nursing) Standards and Requirements*
- 3.2.1.1 The Higher Education Institution must declare that its curricular programmes comply with *Standards and Requirements for Advanced Practice (Nursing)*. The self-assessment audit must be submitted to the Board every five years
- 3.2.1.2 The Higher Education Institution must declare that they meet the standards and requirements for the education and training of candidates for registration as advanced nurse practitioners
- 3.2.1.3 The Board must satisfy itself as to the suitability of the Health Care Provider(s) in respect of
 - 3.2.1.3.1 Meeting the *Advanced Practice (Nursing) Standards and Requirements*
Site visits by the Board for advanced practice (nursing) will be composite, and from publication of the *Advanced Practice (Nursing) Standards and Requirements* will be incorporated into five yearly visits undertaken for undergraduate nursing education registration programmes

Separate site visits may be undertaken for advanced practice (nursing), if deemed necessary by the Board.

The site visit team will include a Board member(s) and an Officer(s) of the Board. An external expert in advanced practice (nursing) and/or health service user may form part of the site visit team

3.3 Approval of the Education Programme

- 3.3.1 The Higher Education Institution must submit to the Board a detailed curriculum document including evidence of compliance with the *Advanced Practice (Nursing) Standards and Requirements* including all supporting documentation such as competence assessment tool(s) that incorporates evidence of achievement of clinical competences relevant to context of practice. Submissions must be in print i.e. hard copy.
- 3.3.2 An Officer of the Board will initially review the curriculum and prepare a report. A validation committee appointed by the Board will validate the curriculum. This committee will include representatives of the Higher Education Institution and Health Care Provider(s). The decision of the Validation Committee will require the approval of the Education and Training Committee of the Board.
- 3.3.3 The following general provisions regarding the process of approval apply:
 - 3.3.3.1 Approval may be granted or withheld
 - 3.3.3.2 Conditions to be implemented within a specified time-scale may be attached to programme
 - 3.3.3.3 Recommendations may also be attached to approval. After approval has been granted, any subsequent changes within the Higher Education Institution or in the education programme(s) that affect any aspect of compliance with these standards must be notified to the Board
 - 3.3.3.4 The duration of approval will be specified by the Board but will be no longer than five years
 - 3.3.3.5 Notification of approval of the Higher Education Institution will be by letter from the Board
 - 3.3.3.6 Summary details of approved programmes will be published on the Board's website
- 3.3.4 Once approval has been granted by the Board it will be maintained through annual monitoring and review of Annual Reports

3.4 Review of Annual Reports

The Board requires the Higher Education Institution/ Associated Health Care Provider(s) to produce an annual report. The annual report will be submitted in February of each year

- 3.4.1 The report should include the following information:
 - 3.4.1.1 Update on conditions and recommendations in respect of programme approval and site visit report (if site visit undertaken)
 - 3.4.1.2 Evidence that the programme continues to meet the *Standards and Requirements for Advanced Practice (Nursing)*
 - 3.4.1.3 Information on the clinical learning environment to support advanced nurse practitioner candidates and the arrangements/structures that are in place to enable candidates achieve the learning outcomes
 - 3.4.1.4 Learner numbers per cohort per programme, number of places available per programme, number of places accepted, attrition rates and current numbers
 - 3.4.1.5 Changes to curriculum structures or processes

- 3.4.1.6 Changes to marks and standards
- 3.4.1.7 A list of nurse lecturers who facilitate on the programme, to include division of the Register and the Nursing and Midwifery Board of Ireland PIN number
- 3.4.1.8 The external examiner's annual report or a summary
- 3.4.1.9 In addition to the annual report, any significant changes that affect any aspect of compliance with the *Standards and Requirements for Advanced Practice (Nursing)* must be notified to the Board
- 3.4.1.10 New programme(s) leading to registration as advanced nurse practitioner may not commence without prior approval of the Board

3.5 The Appeal Process

- 3.5.1 Provision is made to appeal the decision of the Board with regard to the approval of a programme and /or a Higher Education Institution and /or the Associated Health Care Provider(s)
- 3.5.2 The appeal process gives a hearing to the Higher Education Institution and the Associated Health Care Provider(s) in the event of a disagreement with the Board
- 3.5.3 Any appeal must be made within 30 days of receipt of decision of the Board. The request must be made in writing by senior representative(s) of the Higher Education Institution and the Associated Health Care Provider(s) outlining the reasons why the decision is being questioned by the partnership
- 3.5.4 Upon acceptance of the appeal by the President of the Board, an Appeals panel is appointed
 - 3.5.4.1 The panel will comprise the President (or delegated representative), who will act as Chair, a Board Member, Chief Education Officer (or delegated representative), an Education Officer and an education representative from a Higher Education Institution and the Associated Health Care Provider(s) not involved in the programme
 - 3.5.4.2 The Board's Appeal's Panel will hear the evidence
 - 3.5.4.3 The Chair will communicate the final outcome of the appeal, in writing, within seven working days to the relevant stakeholders

3.6 Criteria for approval of education programmes for the purpose of registration as an Advanced Nurse Practitioner

The criteria consist of a criterion statement, standard statement and a series of indicators. Indicators assist the Higher Education Institution and the Associated Health Care Provider(s) to identify the evidence required to demonstrate that the programme meets the criteria for professional registration as an Advanced Nurse Practitioner

3.6.1 Curriculum Design and Development

Criterion:

Curriculum design and development should reflect current evidence-based educational theory, healthcare policy and advanced practice (nursing). The curriculum chosen should be dynamic and flexible to allow for changes in advanced practice (nursing) and health care delivery and the development of evidence based professional advanced practice in response to educational, health, social and economic change

Standard:

The curriculum is strategically planned to demonstrate balanced distribution and integration of theory and practice, in order to achieve the learning outcomes, proficiency and competences for advanced practice (nursing)

Indicators:

- 3.6.1.1 The programme of study is designed at Level 9 on the National Framework of Qualifications (QQI 2014)
- 3.6.1.2 Curriculum design and development ensures the programme meets all legislative and statutory requirements
- 3.6.1.3 The programme demonstrates consistency with the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2014) and Scope of Nursing and Midwifery Practice Framework
- 3.6.1.4 The programme focuses on safety of the person and protection of the public which is integral, explicit and continuing components within the curriculum
- 3.6.1.5 The programme of study reflects collaboration, consultation, engagement and participation with the person receiving advanced practice (nursing) care
 - 3.6.1.5.1 Choice is integral, explicit and continuing components within the curriculum
- 3.6.1.6 The programme of study demonstrates the delivery of person-focused advanced nursing practice that respects the autonomy, dignity and rights of the person receiving care to make health and life choices as integral, explicit and continuing components within the curriculum
- 3.6.1.7 Curriculum design and development is guided by established educational theory, professional knowledge, advanced practice nursing science, and contemporary health care practice and policy
- 3.6.1.8 The curriculum development team is led by academic staff who are Registered Nurse Tutors, or hold academic and teaching qualifications and experience deemed equivalent and approved by the NMBI, and comprises representative members of key academic and clinical stakeholders in advanced practice (nursing)
- 3.6.1.9 The curriculum describes the range of knowledge, competences, skills and professional attributes designed to assist the development of competent, knowledgeable and reflective advanced practitioners capable of accepting personal and professional accountability for delivering evidence-based advanced practice (nursing)
- 3.6.1.10 Curriculum design reflects various methods of teaching and learning, providing a balance between lectures, tutorials, workshops, small group teaching, interactive learning (e.g. problem-based) demonstrations, practical work, systematic assessments for advanced practice (nursing), and self-directed learning
- 3.6.1.11 The curriculum articulates opportunities for shared international, interdisciplinary, and multidisciplinary learning that is designed to enhance collaborative advanced practice (nursing) with other healthcare professionals
- 3.6.1.12 Module descriptors identify aims, learning outcomes, syllabus content, learner contract hours, learner effort/self-directed learning hours and assessment strategy(s)
- 3.6.1.13 The curriculum articulates how the advanced nurse practitioner candidate is enabled to achieve the expected learning outcomes of the programme
- 3.6.1.14 There is evidence of involvement of persons receiving healthcare in the review and evaluation of the advanced practice (nursing) programme and in curriculum development

3.6.2 Learner Entry, Admission, Transfer, Discontinuation and Completion

Criterion:

The Higher Education Institution should provide explicit information to applicants and potential advanced nurse practitioner candidates as to the minimum entry requirements for admission to, transfer, and discontinuation from, and completion of the programme of study. At the outset of the programme, the Higher Education Institution should provide advanced nurse practitioner candidates with information on academic support, personal guidance, learner services and academic facilities

Standard:

The Higher Education Institution demonstrates a commitment to fair and transparent processes for learner admission, entry, transfer, discontinuation and completion

Indicators:

- 3.6.2.1 Clear and comprehensive information for applicants is available in electronic and hard copy formats, specifying the programme and the application processes
- 3.6.2.2 Information specifies entry and programme requirements in regard to the Higher Education Institution and Associated Healthcare Provider(s) requirements in terms of signed declarations relating to arrangements for clinical supervision, clinical governance, and scope of practice¹
- 3.6.2.3 Flexible modes of entry and clear procedures for Approval of Prior Learning (APL) are specified
- 3.6.2.4 Information relating to the collection, analysis and use of relevant information on admissions, discontinuation, graduation, non-completion, progression and transfer and reflects the Higher Education Institution's adherence to data protection requirements
- 3.6.2.5 The conditions for learners' continuing progression and successful completion of the programme are explicit and are made known, in writing, to learners at the beginning of the programme
- 3.6.2.6 The mechanism and conditions for learners exiting the educational programme before completion are explicit
- 3.6.2.7 The Registration Department in NMBI is notified, in writing, of any learner who exits the programme prior to successful completion of the programme
- 3.6.2.8 Following any interruption of the educational programme the partnership institutions ensure that the learner meets the educational programme requirements as identified by the Board. Interruptions constitute any leave (other than annual leave and bank holidays) including sick leave, maternity leave, force majeure leave, paternity leave, parenting leave, compassionate and special leave
- 3.6.2.9 Clear mechanisms for learner discontinuation, transfer, withdrawal and eligibility for exit award are specified
- 3.6.2.10 Learner transfer arrangements ensure that the full requirements of the educational programme leading to registration as an advanced nurse practitioner will be completed in a collaborative manner between Higher Education Institutions
- 3.6.2.11 The mechanism whereby records are maintained demonstrate that each learner meets the declared standards of learning outcomes in both the

¹ The ANPc works within an agreed scope of professional practice and in accordance with the Scope of Nursing and Midwifery Practice Framework (NMBI 2015) {insert web link to Scope document}

theoretical and clinical components of the programme, deeming the learner eligible for registration as an advanced nurse practitioner with the Board

3.6.2.12 Eligibility to register with the Board is based on successful completion of the programme and the successful achievement of both the theoretical and clinical practice assessments

3.6.2.13 The Higher Education Institution maintains adequate records on the completion of the programme, the conferment of academic awards, details of attrition, non-completion, and transfers

3.6.3 Programme Governance and Management

Criterion:

This programme should be managed efficiently and effectively by a Local Joint Working Group/Strategic Group for Advanced Practice (Nursing) with membership drawn from key stakeholders from the Higher Education Institution and Associated Health Care Providers. These should include learner representatives and key managerial, academic, administrative staff from the Higher Education Institute and clinical managerial staff from Associated Health Care Provider(s) hospital and community services, who are associated with its delivery. The programme should be well organised with clear governance, managerial, operational and reporting structures. Systems for programme evaluation should be robust and transparent

Standard:

Delivery and development of the programme of education must be co-ordinated through joint Higher Education Institution and Associated Health Care Provider(s) governance with mechanisms in place to ensure compliance with the *Advanced Practice (Nursing) Standards and Requirements*

Indicators:

3.6.3.1 The programme of study adheres to all statutory and regulatory requirements of the Board

3.6.3.2 Major institutional review of the effectiveness of the programme of education occurs on a five yearly basis

3.6.3.3 Modules, curriculum, indicative content, marks and standards and programme delivery are monitored annually with the support of appropriate External Examiners' Reports

3.6.3.4 An annual report on the programme of study is provided by the Programme Co-ordinator to the Board in a timely manner, and in accordance with the Board's requirements

3.6.3.5 Processes for continuous quality improvement of the programme of study are robust and transparent

3.6.3.6 For external practice placements outside of Ireland, if relevant for the programme, Higher Education Institutions must have formal arrangements in place with host practice institutions that comply with the Board's regulations

3.6.3.7 The Higher Education Institution and Associated Health Care Provider(s) keep appropriate records including records of professional and academic awards conferred

3.6.3.8 The process of monitoring and responding to learner attendance in respect of the theoretical and clinical practice requirements is declared

3.6.3.9 A policy for dignity and respect towards and between advanced nurse practitioner candidates, clinicians, clinical supervisors, clinical nurse managers, persons receiving healthcare provided by advanced nurse practitioner candidates and academic staff is in place

- 3.6.3.10 The organisation structure supporting the management of the educational programme is explicit
- 3.6.3.11 The named person with direct responsibility as course leader/co-ordinator to lead the programme holds appropriate academic and professional qualifications and experience
- 3.6.3.12 A Local Joint Working Group/Strategic Group which includes representatives of the key stakeholders from the Higher Education Institution and the Associated Health Care provider(s) is in operation to oversee and continually monitor at local level programme implementation so that any existing problems can be promptly identified and properly addressed
- 3.6.3.13 Membership of the Local Joint Working Group /Strategic Group includes representation from primary and community care settings, patient/service users and learner representatives
- 3.6.3.14 The Local Joint Working Group/Strategic Group is responsive to programme change in line with the Department of Health Reform Agenda and population focus
- 3.6.3.15 A governance agreement is in place within the Higher Education Institution in respect of financial and staffing resources to support the delivery of the educational programme for the five year approval period
- 3.6.3.16 Confirmation of institutional support for the long-term security of the programme is explicit with appropriate and adequate resources and facilities being made available to meet the teaching and learning needs of advanced nurse practitioner candidates
- 3.6.3.17 Structures are in place to facilitate the participation of academic and clinical staff, including registered advanced nurse practitioners, and advanced nurse practitioner candidates in the relevant deliberation, decision-making and evaluation processes
- 3.6.3.18 Academic and clinical staff delivering the programme have access to feedback on their own teaching and competence assessment related to advanced practice (nursing)
- 3.6.3.19 A mechanism for staff development, including academic staff and clinicians involved in delivery and assessment of teaching and learning, is declared

3.6.4 Learner Support, Clinical Supervision and Learning Resources

Criterion:

The Higher Education Institute and its Associated Health Service Provider(s) should provide adequate guidance and support for advanced nurse practitioner candidates' learning throughout the programme of study to foster an effective learning climate. The Higher Education Institute and its Associated Health Service Provider(s) should provide adequate financial and human resources in terms of academic, administrative, supervisory and clinical personnel to ensure the effective delivery of teaching, learning and assessment. Such resources should support programme administration, research activity and professional development of the staff involved in programme delivery

Standard:

There is evidence of the commitment of adequate resources by the Higher Education Institute and its Associated Health Service Provider(s) for effective support, guidance and supervision of Advanced Nurse Practitioner Candidates

Indicators:

- 3.6.4.1 Support mechanisms for each Advanced Nurse Practitioner Candidate (ANPc) in relation to learner services, facilities, academic and personal guidance is explicit and is made known, in writing, to the ANPc at the beginning of the programme
- 3.6.4.2 Support mechanisms are provided for each ANPc, designed in terms of individual needs and area of expertise
- 3.6.4.3 Higher Education Institute and Schools/Department, educational learning resources and facilities (including technological support) adequately support delivery of the entirety of the advanced practice (nursing) programmes
- 3.6.4.4 Teaching and facilitation of ANPc learning is resourced by adequate numbers of appropriately prepared academic, administrative, clinical and technical staff to support delivery of the advanced practice nursing programmes at the stated professional and academic level
- 3.6.4.5 Modules are developed and taught by Registered Nurses with appropriate professional and academic qualification with clinical expertise in the expert subject matter, as deemed relevant to advanced practice (nursing)
- 3.6.4.6 Academic and clinical staff delivering the advanced practice (nursing) programme hold appropriate professional qualifications and have the expert subject knowledge, advanced skills and proficiency to teach and assess ANPc(s) in a range of settings
- 3.6.4.7 Support for staff development prepares lecturers and expert clinicians to facilitate the educational programme is agreed
- 3.6.4.8 Lecturers' and clinicians' academic and clinical credibility is declared
- 3.6.4.9 Processes for monitoring of learner attendance, sickness, absence and attrition are fair, adequate, transparent and available
- 3.6.4.10 A formal grievance and complaints policy for ANPc(s) is in place developed by the Local Joint Working Group/Strategic Group for advanced practice (nursing)
- 3.6.4.11 Processes for monitoring of learner achievement, including demonstration of competence relevant to context of practice, completion and progression are accurate, available, fair, and transparent
- 3.6.4.12 A formal appeals procedure is in place with clear guidance on the process for learners
- 3.6.4.13 Access is afforded to ANPc(s) for clinical exposure to clinical experts including allied health professionals
- 3.6.4.14 The methodology and associated processes of the Higher Education Institute and its Associated Health Service Provider(s) to support ANPc(s) in clinical practice is explicit
- 3.6.4.15 Mechanisms for ANPc support in relation to the provision of adequate clinical supervision and examination of competence development is explicit
- 3.6.4.16 The Higher Education Institute and its Associated Health Service Provider(s) routinely monitor and review the effectiveness of support services available to ANPc(s) and implement necessary improvements

3.6.5 Assessment Strategies**Criterion**

Assessment of learning is a continuous process. Assessment should be balanced and integrated throughout the advanced practice (nursing) education programme. Assessment of academic achievement, progression and completion must be effective, fair and transparent. Learners should be assessed using published criteria, procedures and regulations that are applied consistently and are subject to internal and external verification

Standard

The assessment of learning is a continuous process that demonstrates a balanced and integrated distribution throughout the educational programme for advanced practice (nursing) that is verified through the external examination process

Indicators:

- 3.6.5.1 Curriculum design includes the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes for advanced practice (nursing) relevant to context of practice
- 3.6.5.2 The assessment strategy is strategically planned to enable measurement of intended learning outcomes (clinical and theoretical)
- 3.6.5.3 Assessments have both a formative function for monitoring learner progress and summative purpose to ensure that progression to the next element/module of the programme depends on learner attainment of required educational standards (clinically and theoretically)
- 3.6.5.4 From the outset of the programme learners are made aware of the assessment strategy with the provision of an assessment map detailing the range of examinations, assignments, clinical competency attainment, and other assessments of proficiency that are required with associated criteria to measure academic and clinical practice performance
- 3.6.5.5 Assessment techniques are established as reliable and valid measurements of learning outcomes
- 3.6.5.6 Assessments are based on a variety of strategies that are aligned with expert subject area, clinical practice setting, stage of the education programme, and consistent with each module's intended learning outcomes
- 3.6.5.7 Assessments measure the integration and application of expert theory and advanced clinical practice skills and knowledge to patient care attained incrementally throughout the programme, necessitating the ANPc to demonstrate competence at advanced practice level
- 3.6.5.8 The grading criteria, indicating the required standard for a pass award, is declared and made explicit for both theoretical and clinical practice components
- 3.6.5.9 Assessments (clinical and theoretical) have clear marking criteria that are available to learners, internal and external examiners and academic staff
- 3.6.5.10 Grading of theoretical assessments are subject to internal modification
- 3.6.5.11 Policies governing learner absence, non-submission of assessment work, non-attendance at examinations, mitigating circumstances and repeat arrangements are explicit
- 3.6.5.12 Assessments are subject to administrative checks to verify accuracy of processes and procedures
- 3.6.5.13 All assessment results are considered and approved by a properly constituted Examination Board in accordance with the Higher Education Institution's published assessment policies and procedures and examination regulations
- 3.6.5.14 Information is provided to learners regarding processes for obtaining results, viewing scripts, securing feedback and requesting a re-check/review of published assessment results
- 3.6.5.15 Assessment regulations relating to compensation, supplemental examinations, repeat processes, appeal mechanisms and conditions for continuance on the programme are explicit and available to learners
- 3.6.5.16 Programme criteria specify pass/fail standards, compensation and maximum number of supplemental attempts

- 3.6.5.17 The assessment strategy does not allow compensation between theoretical and clinical practice assessments
- 3.6.5.18 There is evidence that external examiners are appointed by the Higher Education Institution in accordance with the Board's specified criteria
- 3.6.5.19 External examiners' reports attest to the external examiner's role in reviewing the content, structure, organisation and assessment of expert advanced nursing practice in terms of equity, fairness and transparency
- 3.6.5.20 The decision-making role of the external examiner at the Board of Examiners' meeting of the Higher Education Institution is explicit
- 3.6.5.21 The role of the External Examiner in programme review is explicit
- 3.6.5.22 An abridged CV of the external examiner is explicit within the submission
- 3.6.5.23 The Higher Education Institution provides an annual report on the educational programme by including the external examiner's report or a summary to the Board
- 3.6.5.24 The assessment strategy ensures that graduates meet the programme's intended learning outcomes and competences for expert advanced practice (nursing) to facilitate registration in the Advanced Nurse Practice division of the Register maintained by the Board

3.6.6 Development of Clinical Competence for Advanced Practice (Nursing)

Criterion:

Advanced Nurse Practitioner Candidates may develop expert practice and competence in hospitals, community, health services or social care settings. Selection of sites is dependent on service needs in terms of advanced practice (nursing). Site preparation occurs in partnership between the Higher Education Institution and its Associated Health Care Provider(s), to ensure that the ANPc gains adequate learning opportunities to facilitate the development of competences in advanced practice (nursing). Clinical governance for the post of Advanced Nurse Practitioner Candidate rests with the healthcare provider. The Advanced Nurse Practitioner Candidate works within the agreed scope of practice for the post, under the supervision of his/her Clinical Supervisor

Standard

The Higher Education Institution and its Associated Health Care Provider(s) ensure that the Advanced Nurse Practitioner Candidate gains adequate learning opportunities to facilitate the development of competences for advanced practice (nursing)

Indicators:

- 3.6.6.1 The Higher Education Institution in partnership with its Associated Health Care Provider(s), or other service agencies (as appropriate), acknowledge the diversity of settings in which advanced practice (nursing) is required, and facilitate a range of specialised modules within the curriculum that meet the competences of advanced practice (nursing)
- 3.6.6.2 The number of theoretical and clinical hours must be consistent with the acquisition of competence in compliance with *Advanced Practice (Nursing) Standards and Requirements*
- 3.6.6.3 Advanced Nurse Practitioner Candidates who apply to complete the programme of education must have a minimum of seven years post-registration experience, which will include five years experience in the chosen area of specialist practice
- 3.6.6.4 The area of specialist practice provides an effective learning environment to support the achievement of advanced practice (nursing) competences
- 3.6.6.5 The area(s) of specialist practice, whether in a hospital setting, community/primary healthcare service, social care, or other healthcare setting,

- is subject to audit of the clinical learning environment, in accordance with the *Advanced Practice (Nursing) Standards and Requirements* for programme approval
- 3.6.6.6 Prior to engaging new areas of specialist practice, verification of a jointly completed audit conducted by the Higher Education Institution and the Associated Healthcare Institution is submitted to the Board
 - 3.6.6.7 Named academic staff in collaboration with named clinical supervisors monitor the quality of learning environment and guide and support the advanced nurse practitioner candidates, ensuring that practice placements provide an optimum learning environment for advanced practice (nursing)
 - 3.6.6.8 Link lecturer support for ANPc(s) and clinical supervisor(s) is explicit
 - 3.6.6.9 Open, fair and non-punitive systems which enable ANPc(s) to feedback legitimate concerns about the perceived safety of the clinical practice learning environment are in place
 - 3.6.6.10 Criteria and mechanisms for international exchange learners, if relevant, are explicit
 - 3.6.6.11 Optional opportunities may be provided for the ANPc to experience an elective practice placement in another health care organisation /European Union health care system for a specified period of time within the realms of agreed scope of practice and established clinical governance
 - 3.6.6.12 Practice placements in the EU are subject to an International Placement Agreement between the Higher Education Institution and the international health care provider organisation
 - 3.6.6.13 Practice placements are based in institutions approved by the competent authority of the EU member State. Any exception to this must be approved by the Board
 - 3.6.6.14 The relationship between the Higher Education Institution and each Associated Health Care Provider(s), in relation to ANPc clinical supervision and competence assessment, is specified in a formal Memorandum of Understanding that is subject to review on a five-yearly basis, or earlier if deemed necessary by the HEI, ACHP, NMBI or other relevant authority

3.6.7 Clinical Supervision and Competence Assessment

Criterion:

Practice-based learning forms a mandatory and essential component of the advanced practice (nursing) education programme to enable learners to develop the domains of competence to become safe, caring, competent autonomous decision-makers who are willing to accept personal and professional accountability for evidence-based expert nursing care at advanced practice level.

Standard:

Clinical supervisors (medical practitioners / registered advanced nurse practitioners /and others deemed suitable by the Board as assessors of advanced practice (nursing) are appropriately qualified, prepared for, and supported, in the role of clinical supervisor and assessor of competence.

Indicators:

- 3.6.7.1 Clearly written up-to-date learning outcomes/objectives appropriate to agreed practice specific competences are available and accessible to guide each ANPc's learning and achievement of competence at advanced practice level

- 3.6.7.2 ANPc(s), and all those involved in meeting their learning needs, are fully acquainted with the expected learning outcomes relating to agreed practice specific competences
- 3.6.7.3 ANPc(s) are supported by appropriately qualified and prepared clinical supervisors who act as mentors and assessors
- 3.6.7.4 ANPc(s) are assigned to a named appropriate clinical supervisor for the duration of the programme to provide support and supervision and assist them to develop evidence-based knowledge, competence, know-how and skills to assess learning
 - 3.6.7.4.1 The named appropriate clinical supervisor deems the ANPc as either competent or not competent in relation to practice specific competences
- 3.6.7.5 Clinical supervisors who support advanced practice (nursing) have been appraised of expectations and the achievement of practice specific competences and may complete a teaching and assessing course and /or other appropriate learning that is supported by the Higher Education Institution to enable them to support, guide, and assess ANPc(s)' learning and incremental attainment of competence
- 3.6.7.6 Demonstration of evidence-based practice by clinical supervisors and role modeling in clinical practice enhances the development of competence by ANP(c)s
- 3.6.7.7 Assessment of the achievement of practice specific competences is undertaken in a fair, effective, and transparent manner in accordance with the approved assessment strategy
- 3.6.7.8 Protected time is agreed for clinical supervision and assessment of competence
- 3.6.7.9 Evaluation of learning in clinical practice and the development of practice specific competences incorporates feedback from ANPc(s), clinical supervisors, link lecturers, service-users, other members of the multidisciplinary team
- 3.6.7.10 Evidence of clinical and educational audit for each clinical area engaged in the education and training of ANP(c)s
- 3.6.7.11 Selection of sites for education and training of ANP(c) s (and the subsequent employment of a Registered Advanced Nurse Practitioner) reflects service need, and necessitates the healthcare provider to complete environmental analysis and site preparation which incorporates development and approval of job description, which includes establishing role and responsibilities upon which practice specific competences are based.
- 3.6.7.12 Healthcare Providers who engage in site preparation for the education and training of ANP(c)s in collaboration with Higher Education Institute(s) must facilitate the incremental development of practice specific competences at advanced practice level, quality patient care, and patient safety underpinned by robust clinical governance
- 3.6.7.13 Reflective practice is promoted and supported and the ANPc maintains a personal professional portfolio of learning related to competence development
- 3.6.7.14 The Higher Education Institution in partnership with its Associated Health Care Provider(s), operate an effective fitness to practice mechanism for the protection of the public and safety of the person receiving healthcare by ANP(c)s

3.6.8 Quality Assurance and Enhancement Mechanisms

Criterion:

The strategy, policy and procedures for quality monitoring, assurance and enhancement of education and training for Advanced Practice (Nursing) should have formal status within the Higher Education Institution and its Associated Health Care Provider(s), are publicly accessible and include a role for ANPc(s), lecturers, clinical experts, service-users, clinical supervisors and others involved in the programme.

Standard:

The Higher Education Institution and its Associated Health Care Provider(s) demonstrate a commitment to the fostering of a culture for continuous quality improvement with written evidence outlining the systems and outcomes of quality monitoring and enhancement. Clinical practice provides learning opportunities that enable the achievement of practice specific competences in advanced practice (nursing) and the stated learning outcomes

Indicators:

The Higher Education Institute and its Associated Healthcare Provider ensure quality assurance indicators are identified and measured in relation to the availability of:

- 3.6.8.1 Reports of internal and external subject quality reviews
- 3.6.8.2 Reports of annual module/programme review incorporating feedback from clinical experts, clinical supervisors, employers, learners, lecturers, service-users and others
- 3.6.8.3 Sufficient appropriate registered practitioners to facilitate the mentoring of ANPc(s)
- 3.6.8.4 Signed declarations supporting agreed clinical governance arrangements that support ANP(c) role in his/her education and training in preparation for registration as an Advanced Nurse Practitioners to include:
 - 3.6.8.4.1 Professional accountability (to whom is the ANPc professionally accountable)
 - 3.6.8.4.2 Clinically accountable (to whom is the ANPc clinically accountable)
 - 3.6.8.4.2.1 The ANPc practices under the supervision of the clinical supervisor whereas the RANP is an independent autonomous practitioner who engages in regular clinical supervision
 - 3.6.8.4.3 Principal roles and responsibilities specifying the scope of practice
 - 3.6.8.4.4 Responsibilities and particulars of the role must reflect the competences for advanced practice (nursing)
 - 3.6.8.4.5 Current evidence-based policies, procedures, protocols and guidelines to support the responsibilities and particulars of the ANP(c)'s role for example advanced physical assessment, collaborative care planning
 - 3.6.8.4.6 Current evidence-based policies, procedures, protocols and guidelines to support expansion of practice for example independent prescribing of ionising radiation / medicinal products, as relevant
 - 3.6.8.4.7 Patient caseload with specified inclusion and exclusion criteria
 - 3.6.8.4.8 Agreed referral pathways supported by service level agreements, standard operating procedures, memoranda of understanding, Referral systems that facilitate audit and ensure patient safety
 - 3.6.8.4.9 Arrangements for formal and informal clinical supervision
 - 3.6.8.4.10 Mechanisms to support achievement of practice specific competences
 - 3.6.8.4.11 Competency Assessment Process and related documentation
- 3.6.8.5 Evidence of research awareness and the application of research findings among relevant clinical practitioners
- 3.6.8.6 Policies and processes supporting the delivery of person-centered, holistic patient care

- 3.6.8.7 Policies and protocols in respect of best practice in communicating and documenting advanced nursing care processes
- 3.6.8.8 Evidence of engagement in continuing professional development by all clinical staff engaged in the education and training of ANP(c)s
- 3.6.8.9 Evidence of current evidence-based policies, procedures, guidelines, and processes whereby any member of staff may escalate concerns around clinical practice that compromise patient safety
- 3.6.8.10 Evidence of current evidence-based policies, procedures, guidelines, and processes for the early recognition and timely management of clinical risks that could compromise patient safety
- 3.6.8.11 Clearly written clinical learning outcomes and associated clinical competency assessment documents to support learners achieve expert practice and clinical competence, which are specifically adapted to practice specific competences relevant to the particular specialist area of advanced practice (nursing)
- 3.6.8.12 ANP(c)s, clinical supervisors, link lecturers, clinical nurse managers, RANPs, allied professionals who facilitate learning, and all those engaged in the programme of education are familiar with the clinical learning outcomes and requirements for clinical competency assessment
- 3.6.8.13 Evidence of current evidence-based policies, procedures, guidelines, and processes to support practice specific competency attainment
- 3.6.8.14 Mechanisms to evaluate practice specific competency attainment for advanced practice (nursing) are established that involve the public and persons in receipt of healthcare

3.7 Indicative Content

The Higher Education Institute (HEI) and the Associated Healthcare Provider (AHCP) facilitate the ANP(c) to achieve the competences for advanced practice (nursing) through the provision of an evidence based programmes of education, which includes a substantive clinical component. Acknowledging current changes in the provision of healthcare in Ireland and the evolution of scientific knowledge, curriculum design and development needs to be flexible to reflect current evidence based practice. The HEI and AHCP must remain responsive to changing healthcare needs; hence, a broad guide to indicative content is provided {Web linked here} that allows flexibility in meeting *Advanced Practice Standards and Requirements (Nursing)*, which is responsive to the evolving healthcare needs of the nation, whilst retaining the philosophy of nursing.

Broad Guide to Indicative Content

Professional Values and Conduct of the Registered Advanced Nurse Practitioner

- Philosophy of nursing
- Philosophy of caring and associated theoretical concepts
- Patient safety
- Professional and legal issues underpinning Advanced Practice (Nursing)
- Ethics including such principles as truth telling (open disclosure)
- Therapeutic relationships
- Person-centred care
- Evidence-based nursing practice
- Professional values
- Continuing professional development and maintenance of competence
- Reflective practice

Comment [MD2]: This section will be web-linked in final document allowing flexibility in terms of add/deleting new concepts

Clinical-Decision Making

Theory underpinning fundamental patterns of knowing at advanced practice level
Decision-making processes
Consultation and negotiation abilities to include awareness of cultural and ethnic diversity
Applied life and health sciences which inform advanced practice (nursing)
Evidence based frameworks /models to guide holistic assessments at advanced practice level
Advanced assessment skills, including advanced physical assessment
Therapeutic nurse-patient relationship and partnership approach to planning care
Requesting and interpreting diagnostics, as relevant to area of expertise at advanced practice level, within context of agreed scope of professional practice
Advanced nursing practice interventions based on current evidence as relevant to area of expertise, with emphasis on patient education
Evaluation of advanced practice care
Multidisciplinary care planning and therapeutic regimes
Case management principles and techniques
Expansion of nursing practice
Clinical competence
Clinical governance
Health promotion
Key performance areas and associated indicators
Nurses and midwives with prescriptive authority - Practice Standards and Guidelines (NMBI latest version)
Nurses and Midwives with prescriptive authority - Standards and Requirements (NMBI, latest version)
Authority to prescribe ionising radiation (X-ray) – Standards and Requirements (NMBI, latest version)

Knowledge and Cognitive Competences

Sourcing, appraising and synthesising relevant published literature
Critical analysis skills
Development of knowledge through scientific inquiry
Ethical issues associated with engaging in research
Clinical Risk Management
Clinical audit and advanced measurement for quality interventions, improvements, and outcomes
Recognition of poor professional performance and appropriate management within agreed channels of communication
Patient safety
Solutions oriented approaches to evolving public /health policies including demographic shifts and changing social structures within context of available resources
Contribute to healthy public policy
Technological advances

Communication and Interpersonal Competences

Advanced communication skills
Negotiation skills
Solutions oriented approaches
Professionalism and associated principles
Effective, compassionate, age-appropriate, respectful and non-discriminatory communication
Principles of effective communication
Advanced assertiveness skills
Report writing
Data analysis as relevant to advanced practice (nursing)
Communication technologies and new innovations
Principles of emotional intelligence and evaluative processes

Management and Team Competences

Evolving healthcare systems in context of advanced practice (nursing)
Evolving theories of healthcare management
Principles of collaborative practice and conflict resolution
Effective inter-professional approaches to care delivery through evaluative processes
Principles of effective teamwork
Logistical models for advanced practice delivery
Critical analysis of change processes and change management principles and theories
Analysis of risk assessment and management through evaluative processes
Audit and continuous quality improvement processes
Analysis of clinical learning environment
Promotion of conducive clinical learning environment
Teaching and Assessing
Role modeling
Clinical supervision
Principles of effective mentorship and coaching models

Leadership Potential and Professional Scholarship Competences

Advanced leadership and professional accountability through critical appraisal
Reflective Practice
Capacity for critical and independent learning
Principles of professional and personal development
Vision for the future in terms of enhancing service
Identify challenges and opportunities to enhance the service
Articulation of vision
Continuous quality improvement
Change management
Principles of health economics and effective use of resources
Resource allocation
Dissemination of audit and research findings

APPENDIX 1.

Criteria to apply for registration as an Advanced Nurse Practitioner

- Be a Registered Nurse on the Nursing and Midwifery Board of Ireland (NMBI) active Register
- Be registered in the appropriate Division of the NMBI Register as it relates to the post for which application is being made, or if services are spanning several areas, or client groups, provide evidence of validated competences for practice in those areas
- Hold a Master's degree (or higher) in nursing or an area relevant to the specialist practice
- The postgraduate programme must be in nursing or an area that reflects the specialist field of practice
- The educational preparation must include a substantial clinical modular component(s) pertaining to the relevant area of practice
- The Applicant must :
 - Have at least 7 years post-registration experience of which 5 years are in the specialist area
 - Have at least 500 substantive hours at supervised advanced practice level
 - Have identified appropriate clinical supervisor(s) who is working in the specialist area(s) of practice. Clinical supervisors may include consultant physicians, registered advanced nurse practitioners and/or other relevant healthcare professionals. The appropriateness of professionals to supervise the clinical practice should be decided with consideration of the area of advanced practice and the competences required
 - Demonstrate achievement of the Competences for Advanced Practice Nursing as specified in *Advanced Practice (Nursing) Standards and Requirements* (NMBI 2015) relevant to his/her area of practice
 - Provide evidence of continuing professional development relevant to his/her area of advanced practice (nursing)

Comment [MD3]: Re-worded for clarity