Preface

The Nursing and Midwifery Board of Ireland (NMBI) or Bord Altranais agus Cnáimhseachais na hÉireann is the statutory body responsible for regulating the professions of nursing and midwifery. As stated in the Nurses and Midwives Act, 2011 the NMBI has two main objectives:

- To protect the public, and
- To ensure the integrity of nursing and midwifery practice.

The NMBI achieves these objectives by promoting high standards of professional education, training and practice, and professional conduct amongst nurses and midwives (Part 2 (8) of the Nurses and Midwives Act 2011), and, in so doing, promoting the safety of women and babies accessing maternity services.

The Nursing and Midwifery Board of Ireland endorses and adopts the following definition of a midwife adapted from the International Confederation of Midwives’ (ICM 2011) definition of a midwife

A midwife is a person who has successfully completed a midwifery education programme that is duly recognized in the country where it is located; who has acquired the requisite qualifications to be registered and/or legally licensed to practice midwifery and use the title 'Midwife'; and who demonstrates competency in the practice of midwifery.

The midwife is recognized as a responsible and accountable professional who works in partnership with women to give the necessary support, care and advice during pregnancy, labour and the postpartum period, to conduct births on the midwife’s own responsibility and to provide care for the newborn and the infant. This care includes preventative measures, the promotion of normal birth, the detection of complications in mother and child, the accessing of medical care or other appropriate assistance and the carrying out of emergency measures.

The midwife has an important role in health counselling and education, not only for the woman, but also within the family and the community. This work should involve antenatal education and preparation for the parenthood and may extend to women’s health sexual or reproductive health and child care.

A midwife may practice in any setting including home, community, hospitals, clinics or health units.

Advanced practice is an umbrella term that is used to encompass the specific role of nurses and midwives who practice at a more advanced level.

Advanced Practice Midwifery will support the two main objectives of NMBI by acknowledging advanced expert clinical Midwives who will provide clinical and professional leadership to Midwifery in Ireland.

Acknowledgements to be added
Glossary to be added
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 Midwife Practitioner. In accordance with the Nurses and Midwives Act (2011) the development of Advanced Practice (Midwifery) Standards and Requirements necessitated a review of established National Council for the Professional Development of Nursing and Midwifery (NCNM) criteria (NCNM 2008a NCNM 2008b); therefore, a Working Group for Advanced Practice (WGAP) was established on February 11th 2014. The Midwives Committee, NMBI established a sub-committee working group for Advanced Practice Midwifery in December 2016 working alongside and informed by the WGAP. The methodology employed by the WGAP to develop the Advanced Practice included an extensive review of the literature (Carney 2014, Updated April 2016). 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 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). Extensive consultations and information sharing informed the development of the Standards and Requirements for Advanced Practice (Midwifery).

Definition of Advanced Practice Nursing/Midwifery

Advanced practice is an umbrella term that is used to encompass the specific role of nurses and midwives who practice at a more advanced level.

ANPs/AMPs promote wellness, offer healthcare interventions and advocate healthy lifestyle choices for patients/clients, their families and carers in a wide variety of settings in collaboration with other healthcare professionals, according to agreed scope of practice guidelines. They utilise advanced clinical nursing/midwifery knowledge and critical thinking skills to independently provide optimum patient/client care through caseload management of acute and/or chronic illness. Advanced nursing/midwifery practice is grounded in the theory and practice of nursing/midwifery and incorporates nursing/midwifery and other related research, management and leadership theories and skills in order to encourage a collegiate, multidisciplinary approach to quality patient/client care.
Advanced nursing and midwifery practice is carried out by autonomous, experienced practitioners who are competent, accountable and responsible for their own practice. They are highly experienced in clinical practice and are educated to Master’s degree level (or higher). The postgraduate programme must be in nursing/midwifery or an area which is highly relevant to the specialist field of practice. (educational preparation must include substantial clinical modular component(s) pertaining to the relevant area of specialist practice).

ANP/AMP roles are developed in response to patient/client need and healthcare service requirements at local, national and international levels. ANPs/AMPs must have a vision of areas of nursing/midwifery practice that can be developed beyond the current scope of nursing/midwifery practice and a commitment to the development of these areas” (Begley et al 2010 xxii). The Maternity Strategy recommends that ‘maternity services should be women centered, and provide integrated, team based care, with women seeing the most appropriate professional based on need’. The strategy also identifies the need for ‘each maternity network to scope the necessity for the development of enhanced services at network level including dietetics, perinatal psychiatry, psychology, perinatal pathology, endocrinology, drug liaison etc’. The above identifies that the development of the maternity service lends itself to roles in Advanced Practice Midwifery.

Some advanced midwifery practice roles are easily described such as those relating to disease specific conditions; for instance diabetes, mental health. The challenge of describing what constitutes advanced midwifery practice in normality or supported care pathways has given rise to much debate over recent years within the midwifery profession knowing that a midwife on qualification is to undertake care of mother with normal pregnancy, labour and postnatal period.

Criteria

As noted in the definition Advanced Midwife Practitioners are highly experienced in clinical practice and their work is founded in 4 core concepts of Autonomy in Clinical Practice, Expert Practice, Professional and Clinical Leadership and Research. Advanced Midwife Practitioners have the capacity and capability to work at an expert level where decision making and responsibility characterise practice rather than the nature or difficulty of the task undertaken - (Begley et al 2010). They require a vision for midwifery practice that can be developed in order to provide new and additional services in collaboration with other healthcare professionals. At the point of registration as an Advanced Midwife Practitioner competence will be demonstrated by means of a portfolio and clinical viva. It is envisaged that after registration practitioners will progress to higher capability which is identified by O’Connell et al (2014) as the combination of skills, knowledge, values and self-esteem which enables individuals to manage change and move beyond competency.
Rationale

Modern maternity care in Ireland is changing in order to provide a responsive, safe, standardised and high quality service (National Maternity Strategy 2016). To achieve this strong and effective leadership is required with the care delivered by a skilled and competent workforce in partnership with women. Advanced Midwife Practitioner will provide leadership in providing women centred care in collaboration with other members of the multi-disciplinary team.

Introduction

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

This document sets out the standards and requirements that must be met in relation to Advanced Practice Midwives Registration. Its purpose is to provide guidance for the development of innovative and practice-orientated programmes that lead to registration as Advanced Midwife Practitioners. The Advanced Practice (Midwifery) 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 (Midwifery).

Professional principles, values and standards form the basis of ethical behaviour, which guide each Registered Advanced Midwife Practitioners (RAMP) work with women and their families, professional colleagues and society. The Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2014) is based on five principles (Figure 1). Practice Standards for Midwives (NMBI 2015) are clearly aligned with the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (Figure 2) and are underpinned by the philosophy and values for midwifery. These govern and inform the development of Competences to demonstrate Advance Practice Midwifery. A model of Advanced Practice Midwifery has been developed and is illustrated in Figure 3.
Figure 1. The five principles of the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives 2014
Figure 2: The Relationship between the Five Principles of the Code of Professional Conduct and Ethics (NMBI 2014) and the Practice Standards for Midwives (NMBI 2015)

<table>
<thead>
<tr>
<th>Principles – Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives’</th>
<th>Practice Standards for Midwives</th>
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</thead>
<tbody>
<tr>
<td><strong>Principle 1: Respect for the Dignity of the Person</strong></td>
<td><strong>Practice Standard 1:</strong> Midwifery practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values.</td>
</tr>
<tr>
<td><strong>Principle 2: Professional Responsibility and Accountability</strong></td>
<td><strong>Practice Standard 2:</strong> Midwives practice in line with legislation and professional guidance and are responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2011) as adopted by the NMBI.</td>
</tr>
<tr>
<td><strong>Principle 3: Quality of Practice</strong></td>
<td><strong>Practice Standard 3:</strong> Midwives use comprehensive professional knowledge and skills to provide safe, competent, kind, compassionate and respectful care. Midwives keep up to date with midwifery practice by undertaking relevant continuing professional development.</td>
</tr>
<tr>
<td><strong>Principle 4: Trust and Confidentiality</strong></td>
<td><strong>Practice Standard 4:</strong> Midwives work in equal partnership with the woman and her family and establish a relationship of trust and confidentiality.</td>
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<tr>
<td><strong>Principle 5: Collaboration with Others</strong></td>
<td><strong>Practice Standard 5:</strong> Midwives communicate and collaborate effectively with women, women’s families and with the multidisciplinary healthcare team.</td>
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</table>
This document is set out in two sections:

**Section 1**
Sets out the Competences required for registration as Advanced Midwife Practitioner Midwife

**Section 2**
Sets out the Standards for the Approval of Higher Education Institutions, Associated Healthcare Providers and Educational Programmes leading to Registration as Advanced Midwife Practitioners.
Section 1

Competences for Advanced Practice (Midwifery) at the point of registration

Competence is the ability of the nurse or midwife to practice safely and effectively fulfilling their professional responsibility within their scope of practice (NMBI 2014). Moral principles, as set out in the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2014), and Practice Standards for Midwives (NMBI 2015) underpin professional midwifery practice.

Competences for advanced practice midwifery 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 governance for quality arrangements for the assessment and management of clinical risk, focusing on patient safety must support the maintenance of competence and development of higher capability for Registered Advanced Midwifery Practitioner.

The Competences required for Advanced Practice Midwifery build on the competences achieved to register as a Midwife with the Nursing and Midwifery Board of Ireland. They are built on the Principles of the Code of Professional Conduct and Practice Standards for Midwives (NMBI 2015). In order to show this development the Competence performance indicators are mapped in the document alongside the Principles of the Code and the allied Practice Standards for Midwives.
**Principle 1 Respect for the Dignity of the Person**

**Practice Standard 1: Midwifery practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values**

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<tr>
<td>Promotes and protects pregnancy and childbirth as a healthy and normal physiological event and a profound event in a woman’s life.</td>
<td>Practice should promote and protect pregnancy and childbirth as a healthy and normal physiological event and a profound event in a woman’s life.</td>
<td>Leads in advocating protecting and promoting the safety and autonomy of the women respecting women’s rights, experiences choices, priorities, beliefs and values</td>
</tr>
<tr>
<td>Advocates on behalf of women and their babies to ensure their rights and interests are protected including the woman’s right to choose how and where to give birth.</td>
<td>You should advocate on behalf of women and their babies to ensure their rights and interests are protected including the woman’s right to choose how and where to give birth.</td>
<td>Leads in protecting, promoting and supporting of a human rights, cultural safety competence and diversity</td>
</tr>
<tr>
<td>Respects the diversity of beliefs, values, choices and priorities of the woman and her family</td>
<td>You should respect the diversity of beliefs, values, choices and priorities of the woman and her family.</td>
<td>Demonstrates Clinical Leadership by practicing empathically and compassionately to facilitate, optimise, promote and support the health and wellbeing of mothers and babies.</td>
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<tr>
<td>You must provide women with sufficient, evidence-based information to empower them to make informed decisions about their care and the care of their babies.</td>
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<td>You should support every woman to engage with maternity care.</td>
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<td>You must respect the woman’s right to choose whether or not to follow advice and recommendations about her care. If a woman chooses not to follow recommendations about her care, you are expected to continue to provide care to her that is reasonable and appropriate in the particular circumstances. At the same time, you must document the discussions and decisions and refer to and collaborate with other relevant healthcare professionals regarding further management of care.</td>
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<td>The outcome of this referral must be shared with the woman and documented in the healthcare records</td>
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<tr>
<td>You must respect the woman as the primary decision-maker in all matters regarding her own healthcare and that of her baby unless a court of law orders otherwise.</td>
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</table>
**Principle 2 Professional Responsibility and Accountability:**

Practice Standard 2: Midwives practice in line with legislation and professional guidance and are responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in EC Directive 2005/36/EC and the adapted Definition of the Midwife International Confederation of Midwives 2011 (ICM) as adopted by the NMBI.

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<tr>
<td>Acts at all times within the law and follows the rules and regulations of the NMBI and other applicable bodies.</td>
<td>The title of ‘midwife’ and their function is protected in the Nurses and Midwives Act 2011. You must act at all times within the law and follow the rules and regulations of the NMBI and any other applicable bodies.</td>
<td>Understands advanced practice as set out in legislation (Nurses &amp; Midwives Act 2011) by NMBI and other regulatory Bodies.</td>
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<tr>
<td>Is willing to be accountable for their practice to the woman, to the midwifery profession, the Nursing and Midwifery Board of Ireland (NMBI) and the wider community.</td>
<td>In providing safe, evidence-based care to the woman and her baby; you are accountable for your practice to the woman, to the midwifery Profession, to the NMBI and to the wider community. You owe a duty of care at all times.</td>
<td>Is accountable and responsible for clinical decision making and professional care as a lead healthcare professional</td>
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<tr>
<td>Works within the scope of practice for a fourth-year midwifery student and recognises their own level of knowledge, skills and professional behaviours</td>
<td>You should ensure that no act or omission by you places the woman, her baby, her family, your colleagues or yourself at any unnecessary risk.</td>
<td>Understands and demonstrates professional boundaries by referring and collaborating with other members of the multidisciplinary team for areas that are outside his or her scope of practice experience or competence</td>
</tr>
<tr>
<td>Ensures that no act or omission by the student places the woman, her baby, her family, their colleagues, or themselves at unnecessary risk.</td>
<td>In an emergency situation, or any situation where something occurs that is outside your scope of practice, you must continue to provide care and refer to the most appropriate healthcare professional who you reasonably expect to have the necessary knowledge, skills, competence and experience to help you. You should consider the location of the emergency situation when deciding who to call for assistance. At all times, the best interests of the woman and baby should be the priority. The outcome of this call for assistance must be shared with the woman and documented in the healthcare records.</td>
<td>Promotes protects and can articulate the role and responsibilities of an RAMP role in clinical, professional and political contexts with the knowledge of the role based on clinical experience and supervision, reflection in and on practice and continuous professional development.</td>
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<tr>
<td>Demonstrates the ability to give and record the reasons for their decision to take necessary emergency measures in the absence of the most appropriate healthcare professional.</td>
<td>If you have a conscientious objection based on religious or moral beliefs to participating in the care of a woman or her baby, you must inform the woman, your line manager and your employer as soon as possible and give details about alternative care arrangements to protect the woman and her baby. Where there is a risk to the life of the woman or baby, you must continue to provide care to the woman and her baby until you are relieved of your duties, regardless of your conscientious objection.</td>
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<tr>
<td>If the student has a conscientious objection, based on religious or moral beliefs, to participating in the care of a woman or her baby, they continue to provide care to the woman and her baby until they are relieved of their duties.</td>
<td>You must uphold and act in line with the law by ensuring that you have adequate clinical indemnity (insurance) in place for your area of practice.</td>
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<td>Provide the rationale for having adequate clinical indemnity insurance in place for their area of practice</td>
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### Principle 3: Quality of Practice

**Practice Standard 3** Midwives use comprehensive professional knowledge and skills to provide safe, competent, kind, compassionate and respectful care. Midwives keep up to date with midwifery practice by undertaking relevant continuing professional development.

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<tr>
<td>Provides safe, competent, kind, compassionate professional care which is informed by the best available evidence, knowledge and the experiences, preferences and values of the woman.</td>
<td>You should provide safe, competent, kind and compassionate professional care which is informed by the best available evidence, your own expertise and the experiences, preferences and values of the woman.</td>
<td>Promotes and protects a culture of quality, safe, evidenced based care.</td>
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<tr>
<td>Assesses the health and wellbeing of the woman throughout pregnancy, labour and birth and the postnatal period and provides midwifery care appropriate to that assessment.</td>
<td>You must meet the Domains of Competence as set out in the NMBI Standards and Requirements for the Midwife Registration Education Programme.</td>
<td>Autonomously leads and manages a caseload and is proficient in performing the assessment screening and diagnostic role of AMP. Synthesizes and interprets data and information from the assessment process to identify those women that fall within and those that fall outside the scope of practice of an AMP.</td>
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<tr>
<td>Recognises and responds appropriately in a timely manner to any condition (pre-existing or otherwise) and/or event that necessitates consultation with or referral to another midwife and/or other healthcare professional during a woman’s pregnancy, labour and birth or the postnatal period.</td>
<td>You must keep your midwifery knowledge and skills up to date by engaging with continuing professional development in areas relevant to your practice. You should be able to show your competence and give evidence of professional development to the NMBI or your employer when and if you are asked to do so.</td>
<td>Demonstrates professional leadership and participation at local and national level (and international) developments in practice. Conducts a comprehensive assessment based on in-depth knowledge of , and a good relationship with the women and their families using available resources to inform the provision of evidence based, autonomous advanced midwifery practice.</td>
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<tr>
<td>Task Description</td>
<td>Role Description</td>
<td>Relevant Knowledge and Skills</td>
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<td>Recognises factors during pregnancy, labour, birth or in the postnatal period that indicate deterioration of the woman and/or baby, and acts appropriately to escalate the level of care.</td>
<td>You must help and promote the development of a quality learning environment by teaching, supervising, supporting and assessing all learners.</td>
<td>Refers to appropriate persons in the multidisciplinary team and accepts referrals related to his/her advanced practice. Understands and demonstrates the timely use of investigations to inform clinical decision making.</td>
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<tr>
<td>Recognises and responds in a timely and appropriate manner to emergencies affecting the health and/or safety of the woman and/or her baby.</td>
<td>You should support and take part in midwifery and healthcare practice developments with particular emphasis on quality, safety and clinical governance initiatives.</td>
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<tr>
<td>Acts effectively as a member of the multi-disciplinary team in an emergency situation (real or simulated).</td>
<td>You should support quality measures such as audits of practice and research projects that are being conducted ethically</td>
<td>Leads on initiatives, improvements and changes in the care provided to women their babies and families through service development Influences clinical practice through education (formal and informal) mentoring and coaching in the multidisciplinary team Uses expert knowledge and clinical competence when facilitating clinical supervision and mentorship of midwifery colleagues, midwifery students and other</td>
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<tr>
<td>Supports and educates women with infant feeding practices which include protecting, promoting and supporting breastfeeding.</td>
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<td>Complies with standard universal infection prevention and control measures.</td>
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<td>Safely manages drug administration, monitors effects and documents appropriately in accordance with NMBI medication management guidance.</td>
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<td>Reflects on their own practice and can demonstrate learning from previous experience in midwifery and can identify future learning needs.</td>
<td>Uses IT in accordance with legislation and organizational policies and procedures, to record advanced midwifery care.</td>
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<tr>
<td>Integrates appropriate national and local guidelines and policies in the provision of evidence-based care.</td>
<td>Participates in the development and implementation of policy, procedure and guidelines at national and international level. Demonstrates professional leadership and participation at local and national level (and international in the development of maternity care and services).</td>
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<tr>
<td>Manages and organises effectively the provision of safe and evidence-based care for a caseload of women and their babies.</td>
<td>Leads in the translation of new knowledge and best available evidence in the clinical setting.</td>
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<td>Applies clinical risk management processes into their own practice.</td>
<td>Monitors and evaluates performance outcomes relating to his/her practice and care provided by proactively seeking feedback from women and their families.</td>
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<tr>
<td>Participates in audits of clinical care in practice</td>
<td>Initiates, participates in and evaluates audits of practice and service using the outcome of audits to improve the provision of services.</td>
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<tr>
<td>Promotes a quality clinical learning environment by engaging in teaching and supporting peers and other learners.</td>
<td>Initiates change and improvements in the provision of services, models of care and health promotion to enhance health and wellbeing of women and their babies.</td>
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<td>Influences clinical practice through positive role modeling of autonomous decision making and continual professional development.</td>
<td>Identifies gaps in provision of care and services and implements best available evidence.</td>
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<td>Leads conducts and disseminates research that shape and advances midwifery practice education and policy and the wider health agenda.</td>
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<td>Contributes to service planning and design using audit data and specialist knowledge.</td>
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## Principle 4: Trust and Confidentiality

**Practice Standard 4** Midwives work in equal partnership with the woman and her family and establish a relationship of trust and confidentiality.

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<tr>
<td>Ensures that the woman and baby are the primary focus of practice.</td>
<td>You must ensure that the woman and her baby are the primary focus of your practice</td>
<td>Demonstrates, shared decision making and responsibility, negotiation and shared understanding when developing, implementing and evaluating care and advanced midwifery practice</td>
</tr>
<tr>
<td>Provides care that is safe, evidence based, supportive, responsive and compassionate taking into account the needs of the woman, her baby and her family</td>
<td>You should provide care that is safe, evidence-based, supportive, responsive and compassionate taking into account the needs of the woman, her baby and her</td>
<td>Promotes, protects and develops a culture of openness, honesty, trust and confidentiality with women</td>
</tr>
<tr>
<td>Respects the woman’s right to privacy and confidentiality</td>
<td>You should plan all midwifery care in partnership with the woman and document this plan of care.</td>
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<tr>
<td>Recognises and articulates the exceptional circumstances where it may be legally and ethically acceptable to share confidential information gained from a woman.</td>
<td>You must respect a woman’s right to privacy and confidentiality by protecting her personal information. You should use your professional judgement and act responsibly when you have to disclose and share information. There may be exceptional circumstances where you might need to share confidential information, for example: a) if required by law to do so, b) to protect the woman’s or baby’s interests, c) to protect the interests of society, or d) to protect the interests of other people. In these circumstances, you must only disclose the minimum amount of information necessary to the appropriate person.</td>
<td>Articulates and understands how in exceptional circumstances confidential information may need to be shared with others.</td>
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Principle 5 Collaboration with Others

Practice Standard 5 Midwives communicate and collaborate effectively with women, women’s families and with the multidisciplinary healthcare team.

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<tr>
<td>Ensures that the woman and baby are the primary focus of practice.</td>
<td>You should ensure that you provide information in a format that is understandable and accessible to all women and their families.</td>
<td>Effectively communicates with women and their families</td>
</tr>
<tr>
<td>Provides care that is safe, evidence based, supportive, responsive and compassionate taking into account the needs of the woman, her baby and her family</td>
<td>You should communicate appropriately and effectively with women, their families and with the multidisciplinary healthcare team by recognising barriers and making all reasonable efforts to remove them.</td>
<td>Communicates effectively with other members of the multidisciplinary team sharing information in accordance with legal, professional and regulatory requirements</td>
</tr>
<tr>
<td>Respects the woman’s right to privacy and confidentiality</td>
<td>You should collaborate with women, the women’s families and with the multidisciplinary healthcare team using communication tools that suit the needs of the woman and her baby to ensure timely referral to other appropriate healthcare professionals.</td>
<td>Effective in conflict management</td>
</tr>
<tr>
<td>Recognises and articulates the exceptional circumstances where it may be legally and ethically acceptable to share confidential information gained from a woman.</td>
<td>Your documentation and other communication of the care you are giving must be carried out in a clear, objective, accurate and timely manner. This includes the appropriate use of information technology and the avoidance of jargon and abbreviations unless the terms are drawn from a list of defined and approved terms.</td>
<td>Demonstrates professional leadership by engaging in education inside and outside the service at national and international levels.</td>
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RAMP Competence Indicators

Principle 1 Respect for the Dignity of the Person

Practice Standard 1: Midwifery practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values

RAMP Competence Indicators

1.1 Leads in advocating protecting and promoting the safety and autonomy of the women respecting women’s rights, experiences choices, priorities, beliefs and values

1.2 Leads in protecting, promoting and supporting of a human rights, cultural safety competence and diversity

1.3 Demonstrates Clinical Leadership by practicing empathically and compassionately to facilitate, optimise, promote and support the health and wellbeing of mothers and babies.

Principle 2 Professional Responsibility and Accountability:

Practice Standard 2: Midwives practice in line with legislation and professional guidance and are responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in EC Directive 2005/36/EC and the adapted Definition of the Midwife International Confederation of Midwives 2011 (ICM) as adopted by the NMBI.

RAMP competence indicators

2.1 Understands advanced practice as set out in legislation (Nurses & Midwives Act 2011) by NMBI and other regulatory Bodies.

2.2 Practices effectively as a lead healthcare professional and communicates with the multidisciplinary team through sharing the information in accordance with legal, professional and regulatory requirements

2.3 Is accountable and responsible for clinical decision making and professional care as a lead healthcare professional

2.4 Understands and demonstrates professional boundaries by referring and collaborating with other members of the multidisciplinary team for areas that are outside his or her scope of practice experience or competence

2.5 Promotes protects and can articulate the role and responsibilities of an RAMP role in clinical, professional and political contexts with the knowledge of the role based on clinical experience and supervision, reflection in and on practice and continuous professional development

2.6 Demonstrates a vision for of RAMP based on expert knowledge from research, critical thinking and experiential learning
Principle 3: Quality of Practice

Practice Standard 3 Midwives use comprehensive professional knowledge and skills to provide safe, competent, kind, compassionate and respectful care. Midwives keep up to date with midwifery practice by undertaking relevant continuing professional development.

RAMP Competence indicators

3.1 Promotes and protects a culture of quality, safe, evidenced based care.

3.2 Automously leads and manages a caseload and is proficient in performing the assessment screening and diagnostic role of AMP

3.3 Synthesizes and interprets data and information from the assessment process to identify those women that fall within and those that fall outside the scope of practice of an AMP

3.4 Demonstrates professional leadership and participation at local and national level (and international) developments in practice.

3.5 Conducts a comprehensive assessment based on in-depth knowledge of, and a good relationship with the women and their families using available resources to inform the provision of evidence based, autonomous advanced midwifery practice

3.6 Refers to appropriate persons in the multidisciplinary team and accepts referrals related to his/her advanced practice.

3.7 Understands and demonstrates the timely use of investigations to inform clinical decision making.

3.8 Leads on initiatives, improvements and changes in the care provided to women their babies and families through service development

3.9 Influences clinical practice through education (formal and informal) mentoring and coaching in the multidisciplinary team

3.10 Uses expert knowledge and clinical competence when facilitating clinical supervision and mentorship of midwifery colleagues, midwifery students and other

3.11 Uses IT in accordance with legislation and organizational policies and procedures, to record advanced midwifery care

3.12 Participates in the development and implementation of policy, procedure and guidelines at national and international level.
3.13 Demonstrates professional leadership and participation at local and national level (and international in the development of maternity care and services.

3.14 Leads in the translation of new knowledge and best available evidence in the clinical setting.

3.15 Monitors and evaluates performance outcomes relating to his/her practice and care provided by proactively seeking feedback from women and their families.

3.16 Initiates, participates in and evaluates audits of practice and service using the outcome of audits to improve the provision of services.

3.17 Initiates change and improvements in the provision of services, models of care and health promotion to enhance health and wellbeing of women and their babies.

3.18 Influences clinical practice through positive role modeling of autonomous decision making and continual professional development.

3.19 Identifies gaps in provision of care and services and implements best available evidence.

3.20 Leads, conducts and disseminates research that shape and advances midwifery practice education and policy and the wider health agenda.

3.21 Contributes to service planning and design using audit data and specialist knowledge.

**Principle 4: Trust and Confidentiality**

**Practice Standard 4 Midwives work in equal partnership with the woman and her family and establish a relationship of trust and confidentiality.**

**RAMP Competence indicators**

4.1 Demonstrates, shared decision making and responsibility, negotiation and shared understanding when developing, implementing and evaluating care and advanced midwifery practice.

4.2 Promotes, protects and develops a culture of openness, honesty, trust and confidentiality with women.

4.3 Articulates and understands how in exceptional circumstances confidential information may need to be shared with others.
**Principle 5 Collaboration with Others**

**Practice Standard 5** Midwives communicate and collaborate effectively with women, women’s families and with the multidisciplinary healthcare team.

**RAMP Competence indicators**

5.1 Effectively communicates with women and their families

5.2 Communicates effectively with other members of the multi-disciplinary team sharing information in accordance with legal, professional and regulatory requirements

5.3 Uses expert professional judgement to make timely referrals to other appropriate healthcare professionals or members of the multi-disciplinary team

5.4 Effective in conflict management
Section 2

Standards for the Approval of Higher Education Institutions, Associated Healthcare Providers and Educational Programmes leading to Registration as Advanced Midwife Practitioners

The Board has statutory responsibility to approve educational providers in respect of education programmes for advanced practice midwifery. The role of the Board in relation to approval of professional education is distinct from academic accreditation of programmes by awarding bodies, which are governed by Quality and Qualifications Ireland (QQI). Professional accreditation and approval is a judgment as to whether a programme meets the standards and requirements to prepare a registered midwife to work as a Registered Advanced Midwife Practitioner. Educational quality will be achieved through partnership and collaboration between the key stakeholders based on the principles of governance and self-assessment. Higher Educational Institutions (HEIs) and Associated Healthcare Providers (AHPs) must meet the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these specifics for advanced practice midwifery.

2.1 Approval of the Higher Education Institution

- The Higher Education Institution must submit to the Board a detailed curriculum document including evidence of compliance with the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements and these Advanced Practice Midwifery Standards and Requirements. Supporting documentation such as competence assessment tool(s) that incorporate evidence of achievement of clinical competences relevant to the context of practice should be included.

- Submissions must adhere to the submission criteria as specified in the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements.

- The Higher Education Institution (HEI) must make a written submission to the Board in the form of a self-assessment audit of compliance with the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these Advanced Practice Midwifery Standards and Requirements.

- Site visits by the Board for advanced practice midwifery will be composite, and from publication of these Advanced Practice Midwifery Standards and Requirements may be incorporated into five yearly visits undertaken for undergraduate nursing and midwifery education registration programmes. Separate site visits may be undertaken for advanced practice midwifery, if deemed necessary by the Board. The site visit team will include a Board member(s) and Officer(s) of the Board. An external expert in advanced practice midwifery and/or health service user may form part of the site visit team.
2.2 Additional Criteria for Education Programmes for the purpose of Registration as an Advanced Midwife Practitioner

2.2.1 Curriculum Design, Content and Development

Criterion

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

Indicators

- The programme of study is designed at Level 9 on the National Framework of Qualifications (QFQ 2014)

- Curriculum design and development ensures the programme meets all legislative and statutory requirements and is guided by the **Criteria for Registration as an Advanced Midwife Practitioner** established educational theory, professional knowledge, advanced practice midwifery science, and contemporary healthcare practice and policy. The curriculum may offer opportunities for shared international, interdisciplinary learning that is designed to enhance collaborative advanced practice midwifery with other healthcare professionals

- The programme demonstrates consistency with the Board’s **Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives** and the **Scope of Nursing and Midwifery Practice Framework** and **Practice Standards for Midwives**

- The programme focuses on safety of the person and protection of the public which are integral, explicit and continuing components within the curriculum

- The programme of study reflects collaboration, consultation, engagement and
participation with people who access the service and/or advocate for the person receiving advanced practice midwifery care

- The programme of study demonstrates the delivery of woman-centred, advanced midwifery practice that respects the autonomy, dignity and rights of the woman receiving care to make health and life choices, as integral, explicit and continuing components within the curriculum.

- 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. The curriculum development team comprises representative members of key academic and clinical stakeholders in advanced midwifery practice, and should include all disciplines relevant to the area of advanced practice.

- 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 midwifery.

- Module descriptors identify aims, learning outcomes, syllabus content, learner contract hours, learner effort/self-directed learning hours and assessment strategy(ies). The curriculum articulates how the student is expected to achieve the expected learning outcomes of the programme.

2.2.2 Learner Entry, Admission, Transfer, Discontinuation and Completion

Criterion

The Higher Education Institution should provide explicit information to applicants and potential students as to the minimum entry requirements for admission to, transfer, discontinuation from, and completion of the programme of study. At the outset of the programme, the HEI should provide students 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 student admission, entry, transfer, discontinuation and completion as per the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these additional indicators for Advanced Practice Midwifery programmes of education.

Indicators
• Information specifies entry and programme requirements in relation 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 the Board's Scope of Nursing and Midwifery Practice Framework

2.2.3 Programme Governance

Criterion
This programme is governed by a Local Joint Working Group/Strategic Group for Advanced Practice Midwifery with membership drawn from key stakeholders from the Higher Education Institution, Associated Healthcare Providers and maternity service user representative/patient advocacy groups. 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 Healthcare Provider(s) governance with mechanisms in place to ensure compliance with the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements, in addition to these additional indicators for Advanced Practice Midwifery programmes of education.

Indicators

• The relationship between the HEI and each Associated Healthcare Provider(s), in relation to students’ 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, AHCP, NMBI or other relevant authority

• The programme of study adheres to all statutory and regulatory requirements, including a policy for dignity and respect

• The Local Joint Working Group/Strategic Group is responsive to programme change in line with the Department of Health Reform Agenda and population focus

• 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
• 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 students

• Structures are in place to facilitate the participation of academic and clinical staff, including registered advanced midwife practitioners and students in the relevant deliberation, decision-making and evaluation processes

• A mechanism for staff development, including academic staff and clinicians involved in delivery and assessment of teaching and learning, is declared.

2.2.4 Clinical Supervision and Learning Resources

Criterion
The Higher Education Institute and its Associated Health Service Provider(s) should provide adequate guidance and support for students’ learning throughout the programme of study to foster an effective learning climate as per the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements. Both the HEI and its AHCP(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 HEI and its Associated Health Service Provider(s) for effective support, guidance and supervision of students. The HEI and its Associated Health Service Provider(s) routinely monitor and review the effectiveness of support services available to students and implement necessary improvements.

Indicator

• Processes for monitoring of learner achievement, including demonstration of competence relevant to context of practice, completion and progression are accurate, available, fair, and transparent.
2.2.5 Assessment Strategies

Criterion
Assessment of learning is a continuous process. Assessment should be balanced and integrated throughout the advanced practice midwifery education programme as per the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements. 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 midwifery that is verified through the external examination process.

Indicators

- Curriculum design includes the assessment strategy in relation to the measurement of clinical and theoretical learning outcomes for advanced practice midwifery relevant to context of practice

- The assessment strategy ensures that students meet the programme’s intended learning outcomes and competences for advanced practice midwifery to facilitate progression to registration in the Advanced Midwife Practitioner Division of the Register maintained by the Board.

2.2.6 Development of Clinical Competence for Advanced Practice Midwifery

Criterion
Students must develop expert practice and competence in hospitals, community, health services, social care settings or other sites deemed relevant to the profession. Selection of sites is dependent on service needs in terms of advanced practice midwifery. Preparation of clinical placement sites/service occurs in partnership between the HEI and its Associated Healthcare Provider(s), to ensure that the student gains adequate learning opportunities to facilitate the development of competences in advanced practice midwifery.
Standard

The Higher Education Institution and its Associated Healthcare Provider(s) ensure that the student gains adequate learning opportunities to facilitate the development of competences for advanced practice midwifery. Advanced practice midwifery practice areas are subject to audit. The area(s) of advanced midwifery 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 Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these additional indicators.

Indicators

- The number of theoretical and supervised clinical hours must be consistent with the acquisition of competence in compliance with the Criteria for Registration as an Advanced Midwife Practitioner
- Students who apply to complete the programme of education for advanced practice midwifery must consider the Criteria for Registration as an Advanced Midwife Practitioner
- The area of practice provides an effective learning environment to support the achievement of advanced practice midwife competences
- Named academic staff in collaboration with named clinical supervisors monitor the quality of learning environment and guide and support the students, ensuring that practice placements provide an optimum learning environment for advanced practice midwifery
- Link lecturer support for students and clinical supervisor(s) is explicit.

2.2.7 Clinical Supervision and Competence Assessment

Criterion

Practice-based learning forms a mandatory and essential component of the advanced practice midwife 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 midwife care at advanced practice level.


**Standard**

Clinical supervisors (medical practitioners/registered advanced midwife practitioners/and others deemed suitable by the Nursing and Midwifery Board of Ireland) as assessors of advanced practice midwifery are appropriately qualified, prepared for, and supported, in the role of clinical supervisor and assessor of competence in accordance with the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these additional indicators.

**Indicators**

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

- Students, and all those involved in meeting their learning needs, are fully acquainted with the expected learning outcomes relating to agreed practice specific competences

- Students 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. Protected time is agreed for clinical supervision and assessment of competence

- Evaluation of learning in clinical practice and the development of practice specific competences incorporate feedback from students, clinical supervisors, link lecturers, persons who access the service, and other members of the multidisciplinary team.

2.2.8 **Quality Assurance and Enhancement Mechanisms**

**Criterion**

The strategy, policy and procedures for quality monitoring, assurance and enhancement of education and training for Advanced Practice midwifery should have formal status within the Higher Education Institution and its Associated Healthcare Provider(s), are publicly accessible and include a role for students, lecturers, clinical experts, people who access the service, clinical supervisors and others involved in the programme.

**Standard**

The Higher Education Institution and its Associated Healthcare 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 in accordance with the Board’s Post Registration Nursing and Midwifery Programmes Standards and Requirements in addition to these additional indicators.
Indicators

- The HEI and its Associated Healthcare Provider(s) ensure quality assurance indicators are identified and measured in relation to the availability of reports, quality reviewing, resources, needs analysis, clinical supervision/mentoring, clinical accountability and responsibility and governance for quality

- Evidence of competence assessment process and related documentation

- Evidence of research awareness and the application of research findings among relevant clinical practitioners

- Clearly written clinical learning outcomes and associated clinical competence assessment documents to support learners achieve advanced practice and clinical competence, which are specifically adapted to practice specific competences relevant to the particular specialist area of advanced practice midwifery

- Students, clinical supervisors, link lecturers, clinical midwife managers, RAMPs, 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 competence assessment

- Evidence of current evidence-based policies, procedures, guidelines, and processes to support practice specific competence attainment

- Mechanisms to evaluate practice specific competence attainment for advanced practice midwifery are established.

2.3 Indicative Content

The Higher Education Institute (HEI) and the Associated Healthcare Provider facilitate the student to achieve the competences for advanced practice midwifery through the provision of an evidence based programme of education that meets the Criteria for Registration as an
Advanced Midwife Practitioner. 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 the healthcare provider must remain responsive to changing healthcare needs; hence, a broad guide to indicative content is provided that allows flexibility in meeting the Criteria for Registration as an Advanced Midwife Practitioner, which is responsive to the evolving healthcare needs of the State, whilst retaining the philosophy of midwifery.

Broad Guide to Indicative Content

Professional Values

Frameworks for management of ethical dilemmas

Clinical-Decision Making

Senior decision-making processes
Evidence based frameworks/models to guide holistic assessments at advanced practice level
Advanced assessment skills, including advanced health assessment
Requesting and interpreting diagnostics to inform senior decision-making
Advanced midwifery practice based on current evidence with emphasis on health education and health promotion
Evaluation of advanced practice care Multidisciplinary care planning and therapeutic regimes Case management principles and techniques
Innovative change in care

Governance for Quality and Safety

Nurses and midwives with prescriptive authority – Practice Standards and Guidelines (NMBI latest version) [http://www.nmbi.ie/Education/Standards-and-Requirements/Prescriptive-authority]

Nurses and Midwives with prescriptive authority - Standards and Requirements (NMBI, latest version) [http://www.nmbi.ie/Education/Standards-and-Requirements/Prescriptive-authority]

Authority to prescribe ionising radiation (X-ray) – Standards and Requirements (NMBI, latest version) [http://www.nmbi.ie/Education/Standards-and-Requirements/Ionising-Radiation-(Nurse-Prescribing)]

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Knowledge and Cognitive

Sourcing, appraising and synthesising relevant published literature

Critical analysis skills

Development of knowledge through scientific inquiry

Clinical audit and advanced measurement for quality interventions, improvements, and outcomes

Solutions oriented approaches to evolving public/health policies including demographic shifts and changing social structures within context of available resources

Technological advances

Communication and Interpersonal Skills

Effective intra professional team communication

Data analysis as relevant to advanced practice midwifery

Principles of emotional intelligence and evaluative processes

Developing national and international networks

Management

Models defining outcomes of organisational performance

Improving systems of care

Benchmarking of key performance

Principles of collaborative practice and conflict resolution

Effective change management

Effective inter-professional approaches to care delivery through evaluative processes

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
Clinical scholarship

Clinical supervision

Principles of effective mentorship and coaching models

**Leadership**

Advanced professional leadership and professional accountability through critical appraisal

Advanced clinical leadership

Developing and delivering education programmes

Capacity for critical and independent learning

Vision for the future in terms of enhancing service

Identification of challenges and opportunities to enhance the service

Quality Improvement Science including improvement methods

Consensus management

Capability frameworks

Principles of health economics and effective use of resources

Resource allocation

Dissemination of audit and research findings.

**References to be added**