

PROFESSIONAL
STANDARDS
NURSING &
MIDWIFERY

Digital Health Competency
Standards and Requirements
for Undergraduate Nursing
and Midwifery Education
Programmes

(First Edition)

Date of publication: June 2023



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

This is the first edition of the *Digital Health Competency Standards and Requirements for Undergraduate Nursing and Midwifery Education Programmes* (2023) leading to registration.

About NMBI

Protecting patients and other members of the public is at the heart of what we do at the Nursing and Midwifery Board of Ireland (NMBI). We are committed to fulfilling this objective by supporting registered nurses and midwives in their provision of the highest standard of patient care.

Among our core functions are:

- maintaining the Register of Nurses and Midwives and a Candidate Register for student nurses and midwives
- setting the standards for the education and training of nurses and midwives
- approving programmes of education necessary for registration and monitor these programmes on an ongoing basis
- supporting registrants by providing appropriate guidance on professional conduct and ethics for both registered nurses and midwives
- investigating and considering complaints against nurses and midwives.

For more information, please visit our website at www.nmbi.ie.

Acknowledgement

The Nursing and Midwifery Board of Ireland would like to acknowledge the input of all our stakeholders in the revision of this document. This document was developed following extensive consultation with nurses and midwives, and with thanks to the specialist knowledge of Ms Loretto Grogan (National Chief Nursing and Midwifery Information Officer) and Dr Vanessa Clarke (Assistant Director of Nursing, Nursing and Midwifery Planning and Development) and the expert working group.

Glossary

Data: Facts that can be interpreted or analysed to gain knowledge or aid decision-making.

Data integrity: The process of maintaining the accuracy, reliability and consistency of data over its entire lifecycle.

Data lifecycle: The stages which data goes through to become information from the point of data collection through to dissemination of information.

Data standards: Rules used to standardise the way data are collected and recorded.

Digital footprint: The stream of data you create when you use the Internet. It includes a record of the websites you visit, emails you send and information you provide to online services.

Digital health: Use of information and communication technologies to improve health, healthcare services and facilitate wellness.

Digital health literacy: The ability to search, retrieve, understand and judge electronically held health information and use the knowledge gained to address a health problem.

Digital identity: A body of information about an individual or organisation that exists online.

Digital literacy: The ability to interpret and develop appropriate communication across changing digital forms.

Digital tools and technologies: Broad terms used interchangeably for a variety of computerised devices and systems which include but are not limited to computers, wearable devices, video consultation systems, electronic health records, artificial intelligence and robotics.

Electronic health record: Longitudinal record of information regarding the health status of a subject of care, which follows them from one practice or specialist to the next, in a computer processible form.

Information: Processed or analysed data that now has relevance for a specific purpose or context.

Information enabled care: The use of information and communication technologies to support the sharing of data and information among providers and professionals in healthcare.

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Introduction

Digital health is defined as the use of information and communication technologies to improve health, healthcare services and facilitate wellness.

The Nursing and Midwifery Board of Ireland's (NMBI's) role is to promote high standards of professional education, practice and professional conduct among nurses and midwives. Under the Nurses and Midwives Act 2011, as amended, NMBI sets the standards and requirements for the professional education of nurses and midwives. These standards and requirements provide guidance for education bodies (EBs) and practice partners for the preparation of curricula and delivery of undergraduate nursing and midwifery education programmes leading to registration. These standards and requirements on digital health competencies are devised to complement the indicative content and learning outcomes of the *Nurse Registration Programmes Standards and Requirements* and the *Midwife Registration Programmes Standards and Requirements*. The development of these standards involved significant consultation and discussion with key stakeholders and representative groups. They are validated by the NMBI Education, Training and Standards Committee and approved by the Board in May 2023.

The purpose of this document is to provide guidance on digital health competencies for nursing and midwifery undergraduate education programmes that are flexible, innovative and practice oriented for EBs and practice partners.

As digital healthcare continually evolves so too does applicable national and international legislation. Policy guidance is also changing and developing rapidly and varies across organisations. Therefore, no attempt was made in the development of these standards to refer to specific legislation or policies.

Digital technologies are being implemented at an ever-increasing pace nationally and while there is a drive for national guidance and consistency in the use of technologies, there is wide variation in the range of technologies being implemented and the contexts they are applied. Therefore, as each student's experience of digital technologies may be unique, no attempt has been made as part of these standards to recommend one particular system or digital tool. It is anticipated that given the speed with which digital technologies are being adopted and the range of clinical placements that students complete, students will be afforded opportunities to engage in a range of digital technologies to support competency development.

The Health Services Executive's (HSE's), Office of Nursing and Midwifery Services Director (ONMSD) collaborated in adopting the Australasian Institute of Digital Health National's Nursing and Midwifery Digital Health Capability Framework (2020) to create The [All-Ireland Nursing and Midwifery Digital Health Capability Framework](#) (2021). This Framework is outlined in Figure 1 below.

Each domain has three sub-domains and each sub-domain has four related capability statements with associated competencies. The capability statements progress from formative to proficient levels with formative level statements having most relevance for undergraduate students. The competencies most appropriate for the undergraduate learning level are identified and outlined within these standards and requirements.

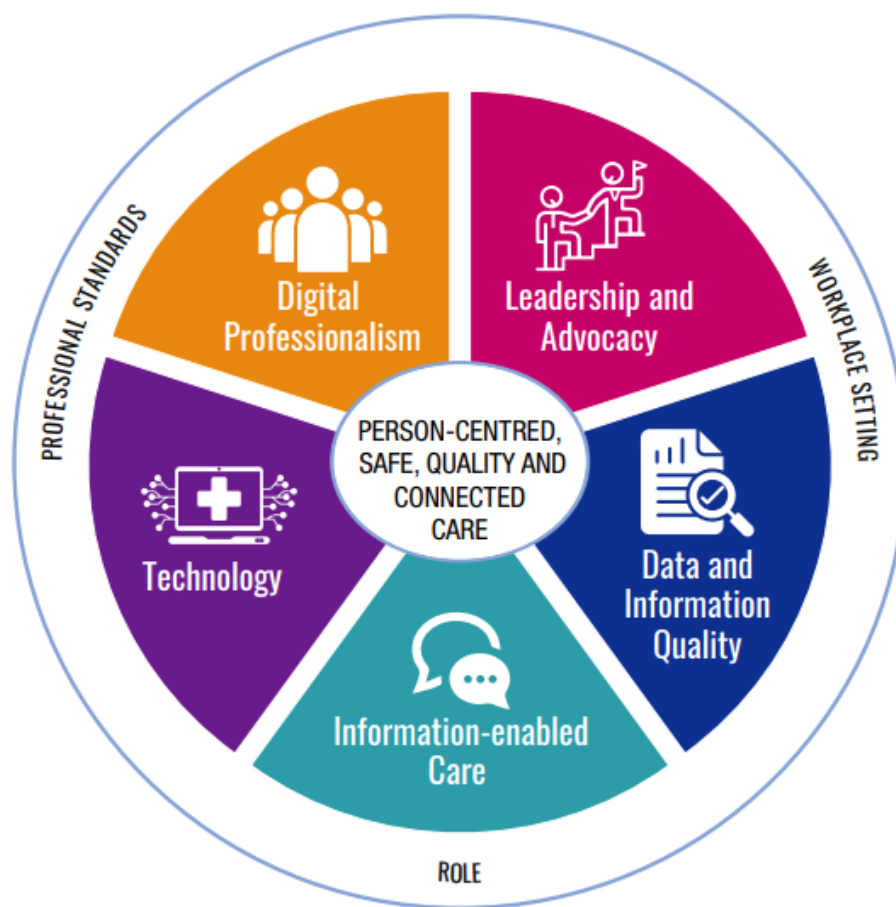


Figure 1: [Framework Domains accessed from All-Ireland Digital Capability Framework for Health and Social Care](#) (HSE, ONMSD, 2021).

The Framework consists of five domains:

Domain 1 – Digital Professionalism

Domain 2 – Leadership and Advocacy

Domain 3 – Data and Information Quality

Domain 4 – Information-enabled Care

Domain 5 – Technology

The five domains sit within the context of the role of nurses and midwives, workplace settings and the professional standards that apply to their practice. This recognises the breadth of the professions of nursing and midwifery, and the fact that they operate within existing professional structures and rules.

This document is divided into three sections:

Section 1 - Outlines the governance and legislation for undergraduate nursing and midwifery education programmes leading to registration.

Section 2 - Outlines the digital health capability standards and requirements for undergraduate nursing and midwifery programmes leading to registration.

Section 3 - Refers to the requirements for the approval of education bodies (EBs), practice partners and educational programmes leading to registration.



01

**Governance and
Legislation for
Nursing and
Midwifery Education
Programme leading
to Registration**

Nurses and Midwives Act 2011, as amended

The Nurses and Midwives Act 2011, as amended, and accompanying Nurses and Midwives Rules provide for the titles of recognised qualifications under the Register of Nurses and Midwives.

For information on the Act and the Rules please visit: <https://www.nmbi.ie/What-We-Do/Legislation>.

Approval of higher education bodies (EBs), practice partners and programmes leading to registration

The Nurses and Midwives (Education and Training) Rules 2018 and (Amendment Rules) 2020 provide the regulatory framework for the approval of programme applications and monitoring of education programmes.

- [Nurses and Midwives \(Education and Training\) Rules 2018 - SI No 218 of 2018](#)
- [Nurses and Midwives \(Education and Training\) \(Amendment\) Rules 2020 \(SI No 501 of 2020\)](#)

The Rules establish:

- Criteria for application of programmes.
- Requirement for annual reports and notification of any proposed material changes to a programme.
- Review and monitoring of programmes.
- Inspections of EBs and practice partners.
- Responses and resolutions following reporting of inspections.

European Directives applicable to nursing and midwifery qualifications

The programme will comply with EU Directive 2005/36/EC and 2013/55/EU which describe the requirements for the training of general nurses and midwives.

EU Directive 2005/36/EC: <http://data.europa.eu/eli/dir/2005/36/oj> for Midwifery this relates to Article 42 Annex V point 5.5.1/2

EU Directive 2013/55/EU: <http://data.europa.eu/eli/dir/2013/55/oj>



02

**Digital Health
Competency
Education
Programme
Content Standards**

2.1 Minimum entry requirements

Students enrolled in undergraduate nursing or midwifery programmes leading to registration.

2.2 Purpose of the programme

To equip the undergraduate nursing or midwifery student with the digital health competencies required to support and enable person-centred connected care.

2.3 Programme learning outcomes

In order for the graduate of a nursing or midwifery registration programme to be eligible to practise as a registered nurse or midwife, the terminal programme learning outcomes will enable the graduate to:

- Demonstrate attitudes and behaviours reflecting recognised professional standards and adherence to relevant legislation and policies when utilising digital tools both professionally and personally.
- Identify and employ appropriate digital health technologies to support person-centred care where assessments are supported by and utilise digital solutions and diagnostics.
- Critically discuss the importance of the nursing and midwifery professions in the capture, creation, recording and use of clinical and healthcare data.
- Describe the importance of validated digital data sharing with other healthcare professionals and the persons.
- Recognise and critically appraise that care must be supported by rigorous data analysis and critical appraisal to inform clinical decision-making and extend nursing and midwifery knowledge.
- Promote the necessity of the nursing and midwifery professions in leadership, policy development and advocacy for digital health at individual, organisational and national levels.

2.4 Domains of digital competence

The domains of competence are distinguishable areas of competence that collectively represent a general descriptive framework for the nursing (and midwifery) profession (Englander *et al.*, 2013). Each domain comprises of a specific competency statement with corresponding indicators of capacity, the aim of which is to assist with the assessment of a student's professional competence.

The domains of digital health competence are to be used in conjunction with the undergraduate nursing and midwifery programme standards and requirements leading to registration. The digital competencies are mapped to the domains of nursing competence and the midwifery principles in appendix 1 for ease of reference.

By the end of the undergraduate programme the following competencies will be achieved.

Domains of digital health competence

Domain 1: Digital Professionalism

1.1 Professional development

Competency statement

Undergraduates will use digital tools to achieve and maintain professional development requirements.

Competencies

- Employs digital technologies in personal learning and professional development.
- Is aware of the technologies to improve practice and monitor continuing professional development (CPD) and NMBI's registration standards.

1.2 Procedural knowledge

Competency statement

Undergraduates' use of digital tools in healthcare will align with procedural, policy, legal, ethical, security, confidentiality and privacy requirements.

Competencies

- Understands nurses and midwives have a professional responsibility to adhere to digital health legislation, policy and ethics, including confidentiality, privacy and security, and professional conduct.

1.3 Digital identity

Competency statement

Undergraduates will use digital tools to develop and maintain safe and responsible use of their online professional identity and reputation.

Competencies

- Recognises that their professional digital footprint should showcase their skills, education and professional experience.
- Understands the benefits and risks of different ways of presenting oneself online, both professionally and personally, and adheres to organisational and professional social media policies.
- Understands that online posts remain in the public domain and contribute to an individual's digital footprint.

Indicative content

- Available digital technologies to support learning and professional development.
- Legal framework, relevant policies and ethical principles governing digital health.
- Digital identity and cybersecurity.
- Available tools to develop an online digital identity.
- Benefits and risks of maintaining an online digital identity.

Domain 2: Leadership and Advocacy

2.1 Patient digital health advocacy

Competency statement

Undergraduates will work in partnership with the person regarding education and advocacy about information collection, access and use.

Competencies

- Understands the role of the nurse or midwife in advocating for a person's access to digital health technologies and establishing and developing the person's digital literacy.
- Understands the benefits and possible risks of different digital health applications when assisting and empowering the person to use evidence-based digital resources.
- Uses digital health in partnership with the person to aid culturally appropriate, informed decision-making and health literacy.
- Empowers and assists, where appropriate, the person in using a safe and culturally appropriate range of communication technologies in their care, such as telehealth consultations.

2.2 Leadership within organisation

Competency statement

Undergraduates understand the leadership role of nurses and midwives in digital health decision-making within their organisations.

Competencies

- Recognises the role of the nurse and midwife in promoting the use of digital health technologies within an interprofessional framework.
- Understands the role of the nurse and midwife in the implementation and evaluation of digital health technologies.
- Recognises the advantages and challenges of digital health in practice.

2.3 Digital leadership in nursing and midwifery professions

Competency statement

Undergraduates understand the role of nurses and midwives in providing active leadership to ensure the professions are represented as part of national digital health decisions.

Competencies

- Understands the leadership role of the nurse and midwife nationally in the identification, co-production, design, implementation and evaluation of digital health technologies that support nursing and midwifery practice.
- Understands the leadership role of the nurse and midwife in the design, implementation and evaluation of digital health technologies at organisational and national levels across a broad range of stakeholders, taking into consideration disability, language, literacy levels and cultural background.

Indicative content

- Current and future contribution of digital health that is accessible, equitable and enables safe, quality, person-centred care.
- Range of digital technologies to support healthcare delivery and associated risks and benefits.
- Role of the nurse/midwife in promoting the use of digital health technologies.
- The leadership role of the nurse and midwife in the design, implementation and evaluation of digital health technologies at organisational and national levels.

Domain 3: Data and Information Quality

3.1 Data management

Competency statement

Undergraduates will understand the pivotal role of nurses and midwives in ensuring the accessibility, reliability, completeness, confidentiality, privacy, security and timeliness of data within healthcare environments.

Competencies

- Understands informatics and digital health terminology.
- Understands the purpose, structure, use, and storage of electronic health records.
- Understands how to manage and apply information within the relevant scope of practice and the healthcare context.
- Understands who uses health data and how, for the benefit of the person and the healthcare system.

3.2 Data capture

Competency statement

Undergraduates will understand the crucial role of nurses and midwives in the capture of complete, timely, relevant, valid and accurate data throughout the nursing and midwifery systematic care process in line with national and international best practice.

Competencies

- Understands that nurses and midwives are crucial in the capture of data and advises on their use within the healthcare system.
- Understands how data is stored and used throughout the healthcare system.
- Systematically and accurately collects and records relevant data in a structured format, taking into consideration the requirements for data quality.
- Understands the benefits and risks of using person-generated data in delivering care where an evidence base is required.

3.3 Data lifecycle

Competency statement

Undergraduates are able to recognise that data have different uses or usefulness at various points within healthcare.

Competencies

- Understands data structures and their importance in healthcare.
- Has a baseline understanding about structured languages used in nursing and midwifery in relation to data capture, aggregation, storage, use and destruction of data.
- Recognises the role of data integrity in healthcare and the importance of complete, timely, accurate and validated data.
- Understands the transition from data, which is validated through information and knowledge, to evidenced-based decision-making.

Indicative content

- The importance of data quality in healthcare.
- The characteristics of high-quality healthcare data.
- The role of the nurse and midwife in data management, including the capture of quality data.
- The clinical/health data life cycle.
- The purpose, structure, use and storage of electronic health records.
- Data structures and their importance in healthcare.
- Clinical terminologies and their importance in healthcare.
- Concepts of data linkage.

Domain 4: Information Enabled Care

4.1 Information creation and use

Competency statement

Undergraduates use a range of sources to create information for themselves, the person(s) and other healthcare providers and users to support care.

Competencies

- Understands the potential of digital health to support practice and enable new models of care.
- Sources and critically evaluates information to support evidence-based decision-making for practice and research.
- Understands that using complete, accurate, validated data to assess nursing and midwifery care and health outcomes provides the opportunity to influence health service delivery, management, planning, policy, resourcing, practice, research, education and continuous improvement.

4.2 Data sharing

Competency statement

Undergraduates will understand the importance of the appropriate use and sharing of accurate, timely data with the person and other healthcare professionals to ensure safer, better care for all those who use health and social care services.

Competencies

- Understands the concepts relating to data linkage.
- Identifies the purposes, benefits and risks of aggregating clinical data from multiple sources.
- Understands the importance of data analytics and how they influence decision-making and care delivery.
- Recognises the various data sources available and judges their quality, including person-generated data.
- Understands the importance of collecting data once and using it many times to ensure it is used as effectively as possible for safer, better care.

4.3 Extending practice

Competency statement

Undergraduates will use information to develop, extend and support evidence-based care in critical decision-making.

Competencies

- Understands the use of digital health technologies to support innovation, quality improvement, research and evidence-based practice.
- Understands the uses of digital technologies to facilitate person empowerment, engagement, education and self-management of health.

Indicative content

- The importance and use of digital data in clinical decision-making and healthcare delivery.
- Understands interoperability and its importance to enable connected and integrated care.
- Concepts of data linkage.
- The importance of accurate patient identification.
- The importance of using aggregated data and data analytics to influence healthcare delivery and support innovation, quality improvement, research and evidence-based practice.
- Evaluating electronic health information.
- The use of standardised terminologies.

Domain 5: Technology

5.1 Digital health governance

Competency statement

Undergraduates will apply policies and procedures that govern digital health use in their workplace.

Competencies

- Understands the principles of data and information governance, including privacy and security requirements.
- Recognises the advantages and challenges of digital health in practice.
- Uses a range of approved devices, applications and software for undertaking nursing and midwifery responsibilities.
- Understands their own responsibility in relation to keeping data secure.
- Recognises the importance of role-based access.
- Recognises current and future risks regarding cyber security.

5.2 Appropriate technologies

Competency statement

Undergraduates will identify and understand appropriate digital technologies for their environment and for the person, using these where available.

Competencies

- Recognises the appropriate technology for the clinical or professional situation or identifies when the sub-optimal one is being used.
- Understands the principles of digital clinical safety to keep the person safe.
- Understands the need to maintain awareness with digital systems and innovations in relation to the changing nature of digital health.

5.3 Problem solving

Competency statement

Undergraduates are able to use digital technologies to support problem-solving in practice.

Competencies

- Demonstrates the ability to solve problems when using digital health technologies.
- Recognises that system failures may occur in digital health technologies and understands how to deliver care in the absence of technologies when system failure occurs.
- Is aware of the need to be able to detect, report and action system-generated errors.

Indicative content

- Developments and trends in digital health technologies.
- Applications of digital health technologies to support the person.
- Commonly used devices, applications and software for undertaking nursing and midwifery responsibilities.
- Principles of data and information governance.
- Principles of digital clinical safety.

Assessment

The overall assessment of competence instrument is the NMBI National Competency Assessment Document (NCAD) and must be completed for each student. A collaborative approach should be applied when assessing the students, as the assessor may need to consult with colleagues to determine the student's competence. This will involve assessments within the academic setting and also in the practice placement setting by Academic Nursing/Midwifery Lecturers, Clinical Tutors, Preceptors, Clinical Nurse Managers (CNMs), Clinical Midwife Managers, Practice Placement Support Persons (e.g., Clinical Placement Coordinators, Clinical Facilitators) or Nurse/Midwife Practice Development Coordinators (N/MPDCs).

Both the education programme and practice placement should provide opportunities for the student to develop their knowledge, skills and competence to deliver safe and effective care in diverse healthcare settings. Opportunities for learning and assessment will be provided in academic settings, the acute hospital systems and within the community network placements. Examples of learning opportunities may focus on digital systems, such as exposure to electronic health record systems, digitally enabled vital signs monitoring, virtual wards and telehealth. Other examples of learning opportunities may include reflecting on systems that collect patient, activity, bed data, portfolios, digital learning, conferencing, quality care metrics and care planning. This is not an exhaustive list as digital solutions will evolve rapidly over time as will the potential learning opportunities for students.

The [*All-Ireland Nursing and Midwifery Digital Health Capability Framework*](#) (2021) may be used to gain a more detailed description of digital health domains and subdomains as applied to practice. The competencies progress from formative to proficient levels with the formative level statements having the most relevance for undergraduate students.

03

**Requirement for
the Approval of
Education Bodies
(EBs), practice
partners and
Education
Programmes**

NMBI has a statutory responsibility to approve EBs and practice partners in respect of educational programmes leading to registration as a nurse or midwife.

Our role in relation to the approval of professional education is distinct from academic accreditation of a programme by the EB or by its awarding body. We set the standards and requirements, including supporting guidance, that must be achieved by EBs and practice partners to ensure educational quality. These benchmark how an application for approval is considered.

Our approval process consists of:

- Approval of the EB and practice partners
- Approval of the education programme

We monitor compliance against the standards and publish our findings in reports. The specifics for the approval and monitoring processes are regularly reviewed and can be accessed at: [NMBI-Policy-for-Programme-Approval](#)

Note: New programmes leading to registration may not commence without our prior approval.

The requirements are organised into the following categories:

Education Body Requirements

- Category 1: Student Admission and Progression
- Category 2: Governance and Management
- Category 3: Practice Placements

Programme Requirements

- Category 4: Curriculum
- Category 5: Assessment
- Category 6: Clinical Learning Environments

New Providers/New Programme Requirements

- Category 7: New Provider/New Programme Requirements

The EB is required to provide the evidence for each requirement, or in the case where both the EB and practice partners are noted it is a joint responsibility.

Evidence of integration of digital healthcare competencies and practice placement will be sought when undergraduate curriculums are submitted for approval.

The background is a solid light blue color. It features several overlapping circles of different shades of blue. A large, semi-transparent medium blue circle is positioned in the upper left. A smaller, solid bright blue circle overlaps its bottom right edge. A large, semi-transparent light blue circle is in the bottom left corner. A portion of another solid bright blue circle is visible in the top right corner. The word "Appendix" is centered in the lower half of the page in a white, bold, sans-serif font.

Appendix

Appendix 1

Domains of digital health mapped to the undergraduate nursing domains of competencies and midwifery principles leading to registration.

Domain 1: Digital Professionalism	
1.1 Professional development	
<p>Competency statement</p> <p>Undergraduates will use digital tools to achieve and maintain professional development requirements.</p> <p>Competencies</p> <ul style="list-style-type: none"> · Employs digital technologies in personal learning and professional development. · Is aware of the technologies to improve practice and monitor continuing professional development (CPD) and NMBI's registration standards. 	
Nursing domains	Midwifery principles
<p>Domain 6</p> <p>4.6.2 Develop professional scholarship</p> <p>Point 1: Develop professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing as the foundation for lifelong professional education, maintaining competency and career development.</p>	<p>Principle 3 competency 3</p> <p>Quality of practice</p> <p>Principle 5 competency 5</p> <p>Collaboration with others</p>
1.2 Procedural knowledge	
<p>Competency statement</p> <p>Undergraduates use of digital tools in healthcare will align with procedural, policy, legal, ethical, security and privacy requirements.</p> <p>Competencies</p> <ul style="list-style-type: none"> · Understands nurses and midwives have a professional responsibility to adhere to digital health legislation, policy and ethics, including privacy and security, and professional conduct. 	
Nursing domains	Midwifery principles
<p>Domain 3</p> <p>4.3.1 Practise from a competent knowledge base</p> <p>Point 10: Apply knowledge and understanding of current and relevant aspects of principles of health information technology and nursing informatics in nursing practice.</p>	<p>Principle 2 competency 2</p> <p>Professional responsibility and accountability</p> <p>Principle 4 competency 4</p> <p>Trust and confidentiality</p> <p>Principle 5 competency 5</p> <p>Collaboration with others</p>

1.3 Digital identity

Competency statement

Undergraduates will use digital tools to develop and maintain safe and responsible use of their online professional identity and reputation.

Competencies

- Recognises that their professional digital footprint should showcase their skills, education, and professional experience.
- Understands the benefits and risks of different ways of presenting oneself online, both professionally and personally and adheres to organisational and professional social media policies.
- Understands that online posts remain in the public domain and contribute to an individual’s digital footprint.

Nursing domains

Domain 1

4.1.3 Practise professionally, responsibly and accountably

Point 2: Take personal and professional accountability for own decisions, actions and for the completion of delegated tasks.

Midwifery principles

Principle 2 competency 2

Professional responsibility and accountability

Principle 3 Competency 3

Quality of practice

Principle 5 Competency 5

Collaboration with others

Domain 2: Leadership and Advocacy

2.1 Patient digital health advocacy

Competency statement

Undergraduates will work in partnership with the person regarding education and advocacy about information collection, access and use.

Competencies

- Understands the role of the nurse or midwife in advocating for the person's access to digital health technologies and establishing their digital literacy.
- Understands the benefits and possible risks of different digital health applications when assisting the person to use evidence-based digital resources.
- Uses digital health in partnership with the person to aid culturally appropriate, informed decision-making and health literacy.
- Empower and assists where the person in using a safe and culturally appropriate range of communication technologies in their care, such as telehealth consultations.

Nursing domains

Domain 2

4.2.1 Assess the person’s nursing and health needs

Point 1: Apply an appropriate framework in a systematic manner when taking a comprehensive nursing history. The history should accurately reflect the person’s experience of altered health, their ability and developmental or life stage needs.

Midwifery principles

Principle 1 competency 1

Respect for the dignity of the person

Principle 3 competency 3

Quality of practice

<p>Domain 4</p> <p>4.4.1 Communicate in a person-centred manner</p> <p>Point 4: Utilise communication techniques and technologies to empower a person with sensory, physical, emotional, behavioural or cultural communication difficulties to express their needs.</p>	
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2.2 Leadership within the organisation

Competency statement

Undergraduates understand the leadership role of nurses and midwives in digital health decision-making within their organisations.

Competencies

- Recognises the role of the nurse and midwife in promoting the use of digital health technologies within an interprofessional framework.
- Understands the role of the nurse and midwife in the implementation and evaluation of digital health technologies.
- Recognises the advantages and challenges of digital health in practice.

Nursing domains	Midwifery principles
<p>Domain 6</p> <p>4.6.1 Develop leadership potential</p> <p>Point 1: Lead and co-ordinate a team, delegating, supervising and monitoring nursing care provision.</p>	<p>Principle 5 competency 5</p> <p>Collaboration with others</p>

2.3 Digital leadership in nursing and midwifery professions

Competency statement

Undergraduates understand the role of nurses and midwives in providing active leadership to ensure the professions are represented as part of national digital health decisions.

Competencies

- Understands the leadership role of the nurse and midwife nationally in the identification, co-production, design, implementation and evaluation of digital health technologies that support nursing and midwifery practice.
- Understands the leadership role of the nurse and midwife in the design, implementation and evaluation of digital health technologies at organisational and national levels across a broad range of stakeholders, taking into consideration disability, language, literacy levels and cultural background.

Nursing domains	Midwifery principles
<p>Domain 6</p> <p>4.6.1 Develop leadership potential</p> <p>Point 1: Lead and co-ordinate a team, delegating, supervising and monitoring nursing care provision.</p>	<p>Principle 5 competency 5</p> <p>Collaboration with others</p>

Domain 3: Data and Information Quality

3.1 Data management

Competency statement

Undergraduates will understand the pivotal role of nurses and midwives in ensuring the accessibility, reliability, privacy, security and timeliness of data within healthcare environments.

Competencies

- Understands informatics and digital health terminology.
- Understands the purpose, structure, use, and storage of electronic health records.
- Understands how to manage and apply information within the relevant scope of practice and the healthcare context.
- Understands who uses health data and how, for the benefit of the person, for research and the healthcare system.

Nursing domains

Domain 3

4.3.1 Practise from a competent knowledge base

Point 10: Apply knowledge and understanding of current and relevant aspects of principles of health information technology and nursing informatics in nursing practice.

Domain 4

4.4.2 Communicate effectively with the healthcare team

Point 1: Accurately, concisely and clearly report, record, document and refer to the healthcare team observations and information received in the nursing care giving process.

Midwifery principles

Principle 5

Collaboration with others

3.2 Data capture

Competency statement

Undergraduates will understand the crucial role of nurses and midwives in the capture of complete, timely, relevant, valid and accurate data throughout the nursing and midwifery systematic care process in line with national and international best practice.

Competencies

- Understands that nurses and midwives are crucial in the capture of data and advises on their use within the healthcare system.
- Understands how data is stored and used throughout the healthcare system.
- Systematically and accurately collects and records relevant data in a structured format, taking into consideration the requirements for data quality.
- Understands the benefits and risks of using person-generated data in delivering care where an evidence base is required.

Nursing domains	Midwifery principles
<p>Domain 3</p> <p>4.3.1 Practise from a competent knowledge base</p> <p>Point 10: Apply knowledge and understanding of current and relevant aspects of principles of health information technology and nursing informatics in nursing practice.</p> <p>Domain 4</p> <p>4.4.2 Communicate effectively with the healthcare team</p> <p>Point 1: Accurately, concisely and clearly report, record, document and refer to the healthcare team observations and information received in the nursing care giving process.</p>	<p>Principle 5</p> <p>Collaboration with others</p>

3.3 Data lifecycle

Competency statement

Undergraduates are able to recognise that data have different uses or usefulness at various points within healthcare.

Competencies

- Understands data structures and their importance in healthcare.
- Has a baseline understanding about structured languages used in nursing and midwifery in relation to data capture, aggregation, storage, use and destruction of data.
- Recognises the role of data integrity in health and care and the importance of complete, timely and accurate data.
- Understands the transition from data, through information and knowledge, to evidence-based decision-making.

Nursing domains	Midwifery principles
<p>Domain 2</p> <p>4.2.3 Deliver person-centred nursing and clinical interventions, including health activities</p> <p>Point 12: Utilise information management technology safely to record personal data for clinical decision making.</p>	<p>Principle 3 competency 3</p> <p>Quality of Practice</p>

Domain 4: Information Enabled Care

4.1 Information creation and use

Competency statement

Undergraduates use a range of sources to create information for themselves, the person(s) and other healthcare providers and users to support care.

Competencies

- Understands the potential of digital health to support practice and enable new models of care.
- Sources and critically evaluates information to support evidence-based decision-making for practice and research.
- Understands that using complete, accurate, validated data to assess nursing and midwifery care and health outcomes provides the opportunity to influence health service delivery, management, planning, policy, resourcing, practice, research, education and continuous improvement.

Nursing domains

Domains 2

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

Point 12: Utilise information management technology safely to record personal data for clinical decision making.

Midwifery principles

Principle 3 competency 3

Quality of Practice

4.2 Data sharing

Competency statement

Undergraduates will understand the importance of the appropriate use and sharing of accurate, timely data with the person and other healthcare professionals to ensure safer, better care for all those who use health and social care services.

Competencies

- Understands the concepts relating to data linkage.
- Identifies the purposes, benefits and risks of aggregating clinical data from multiple sources.
- Understands the importance of data analytics and how they influence decision-making and care delivery.
- Recognises the various data sources available and judges their quality, including person-generated data.
- Understands the importance of collecting data once and using it many times to ensure it is used as effectively as possible for safer, better care.

Nursing domains

Domain 3

4.3.1 Practise from a competent knowledge base

Point 10: Apply knowledge and understanding of current and relevant aspects of principles of health information technology and nursing informatics in nursing practice.

Domain 4

4.4.2 Communicate effectively with the healthcare team

Point 1: Accurately, concisely and clearly report, record, document and refer to the healthcare team observations and information received in the nursing care giving process.

Midwifery principles

Principle 5

Collaboration with others

4.3 Extending practice

Competency statement

Undergraduates will use information to develop, extend and support evidence-based care in critical decision-making.

Competencies

- Understands the use of digital health technologies to support innovation, quality improvement, research and evidence-based practice.
- Understands the uses of digital technologies to facilitate person empowerment, engagement, education and self-management of health.

Nursing domains

Domain 6

4.6.2 Develop professional scholarship

Point 1: Develop professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing as the foundation for lifelong professional education, maintaining competency and career development.

Midwifery principles

Principle 3 competency 3

Quality of Practice

Domain 5: Technology

5.1 Digital health governance

Competency statement

Undergraduates will apply policies and procedures that govern digital health use in their workplace.

Competencies

- Understands the principles of data and information governance, including privacy and security requirements.
- Recognises the advantages and challenges of digital health in practice.
- Uses a range of approved devices, applications and software for undertaking nursing and midwifery responsibilities.
- Understands their own responsibility in relation to keeping data secure.
- Recognises the importance of role-based access.
- Recognises current and future risks regarding cyber security.

Nursing domains

Domains 1

4.1.1 Practise safely

Point 4: Practise within her/his scope of professional practice with due regard for regulatory and statutory requirements.

Midwifery principles

Principle 2 competency 2

Professional Responsibility and Accountability

5.2 Appropriate technologies

Competency statement

Undergraduates will identify and understand appropriate digital technologies for their environment and for the person using these where available.

Competencies

- Recognises the appropriate technology for the clinical or professional situation or identifies when the sub-optimal one is being used.
- Understands the principles of digital clinical safety to keep the person safe.
- Understands the need to maintain awareness of digital systems and innovations in relation to the changing nature of digital health.

Nursing domains

Domain 3

4.3.1 Practise from a competent knowledge base

Point 10: Apply knowledge and understanding of current and relevant aspects of principles of health information technology and nursing informatics in nursing practice.

Midwifery principles

Principle 3 competency 3

Quality of Practice

5.3 Problem solving

Competency statement

Undergraduates are able to use digital technologies to support problem-solving in practice.

Competencies

- Demonstrates the ability to solve problems when using digital health technologies.
- Recognises that system failures may occur in digital health technologies and understands how to deliver care in the absence of technologies when system failure occurs.
- Is aware of the need to be able to detect, report and action system-generated errors.

Nursing domains

Domains 2

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

Point 10: Utilise medical devices and technologies and clinical equipment safely, with awareness of correct usage, limitations and hazards associated.

Midwifery principles

Principle 3 competency 3

Quality of Practice



References

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