



Professional Development Pathway for Clinical Nurse Consultants and Clinical Midwifery Consultants

South Western Sydney Local Health District

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The Professional Development Pathway for Clinical Nurse Consultants and Clinical Midwifery Consultants

Introduction

The Professional Development Pathway for Clinical Nurse Consultants and Clinical Midwifery Consultants (the Pathway) encompasses skill and knowledge development activities to support current, acting or aspiring Clinical Nurse Consultants and Clinical Midwifery Consultants.

The Pathway has been designed to support a structured conversation between the Consultant and their manager. It can be used as a resource for the Consultant and their manager to have regular conversations as the consultant progresses through the Pathway and develops their knowledge, skills and capabilities. The Pathway can form part of the Performance Development Review cycle.

The Pathway also supports localised CNC/CMC Succession Planning initiatives which may contribute to RPL for some elements.

The Pathway begins with an undertaking between the mentor/manager and the consultant to set goals, agree on priorities for activities and to ensure that the consultant has the operational support to succeed in their role.

The Pathway then moves on to a suite of overarching professional development activities related to the CNC/CMC role as a whole. This then progresses to the domain specific activities designed to guide the Consultant's development in CNC/CMC specific areas of their role.

It is acknowledged that there will be specialty-specific professional development that is related to individual roles which are not addressed by this pathway, but rather through the regular reporting between the Consultant and Manager.

Transforming Your Experience

The Pathway supports Focus Area 4. Effective Leadership and Empowered Staff in the Transforming Your Experience (TYE) Implementation plan 2017-2023 and provides a framework for Consultants to develop skills and achieve their full potential.

Target audience

Current, acting or aspiring Clinical Nurse Consultants and Clinical Midwifery Consultants.

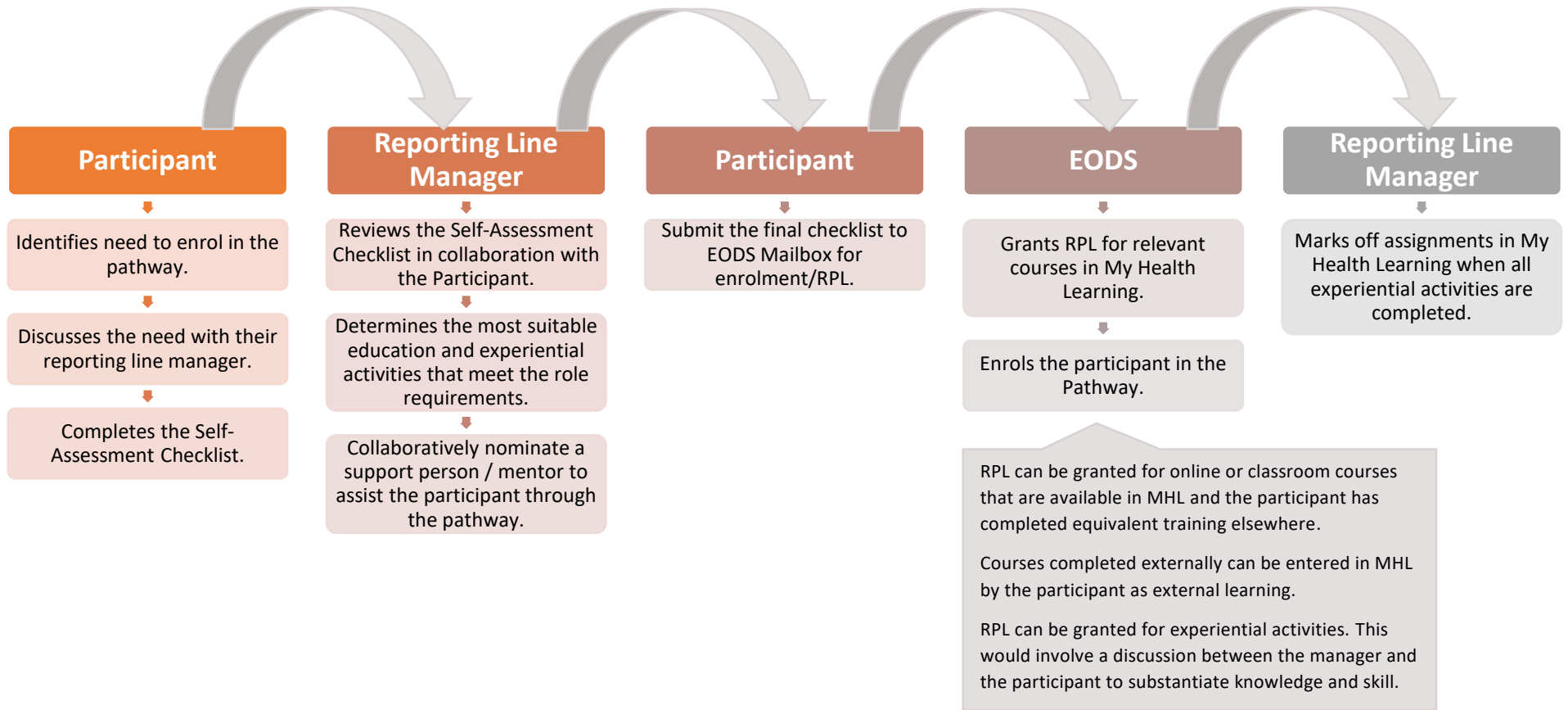
Purpose

The purpose of the Pathway is to support career progression and succession planning as well as serve as a resource to guide professional development.

Enrolment Process

A Manager may discuss with an existing Consultant about enrolling and commencing on the CNC/CMC professional development pathway. Alternatively, a staff member interested in developing their knowledge, skills and capabilities towards a consultant role may express an interest in their professional development.

Diagram 1: Enrolment process for aspiring CNCs/CMCs



Education and Organisational Development (EODS) Mailbox:
swslhd-educationod@health.nsw.gov.au

The Pathways in My Health Learning (MHL)

There are three Pathways in My Health Learning.

Grade 1: Clinical Nurse Consultants and Clinical Midwifery Consultants PDP (496127937)

Grade 2: Clinical Nurse Consultants and Clinical Midwifery Consultants PDP (496127816)

Grade 3: Clinical Nurse Consultants and Clinical Midwifery Consultants PDP (496002159)

Recognition of Prior Learning (RPL)

RPL can be granted for some of the Education and Experiential activities included within the pathways.

Educational Activities:

If a manager and the participant determine that the participant already meets the outcomes of an online or face to face course, then they can indicate the same in the column provided within this document. When the form is submitted to EODS for enrolment into the pathway, EODS staff will grant RPL (mark completion) for associated courses.

Experiential Activities:

If a manager and the participant determine that the participant already meets the requirements / skillsets identified within the pathway, they can indicate the same in this document.

Managing Assignments in My Health Learning (MHL)

All experiential activities that fall within each pathway are grouped together into General and Domains (1 to 5) under each pathway. The participant and their manager will identify all experiential activities that the participant needs to complete or has RPL. Once all the requirements are met, the manager has to sign off the assignment in MHL.

The participant can upload all required evidence to demonstrate completion of experiential activities. The manager has to sign off on the assignment in MHL.

Learning outcomes

It is expected that by working through the Pathway that the Consultant will be able to

- perform the requirements of their role
- act as a mentor for others
- contribute to the development of their service or specialty
- advocate for nursing and or midwifery
- contribute to the body of knowledge for their service or specialty
- show evidence of professional development in career pathway

Dr Patricia Benner's Contribution to Nursing Theory: From Novice to Expert Concept

It is acknowledged that while the aspiring Consultant may be an 'expert' in their clinical role, they might be considered a 'novice' when they are new to the CNC/CMC role until they have developed some knowledge and skill in role itself. The 'Novice to Expert' concept proposed by Dr Patricia Benner (1984) explains that

nurses develop skills and an understanding over time from a combination of a strong educational foundation and personal experiences.

The theory identifies five levels of nursing experience: novice, advanced beginner, competent, proficient, and expert.

1. A **novice** is a beginner with no experience. They are taught general rules to help perform tasks, and their rule-governed behaviour is limited and inflexible. In other words, they are told what to do and simply follow instruction.
2. The **advanced beginner** shows acceptable performance and has gained prior experience in actual nursing situations. This helps the nurse recognize recurring meaningful components so that principles, based on those experiences, begin to formulate in order to guide actions.
3. A **competent** nurse generally has two or three years' experience on the job in the same field. For example, two or three years in intensive care. The experience may also be similar day-to-day situations. These nurses are more aware of long-term goals, and they gain perspective from planning their own actions, which helps them achieve greater efficiency and organization.
4. A **proficient** nurse perceives and understands situations as whole parts. He or she has a more holistic understanding of nursing, which improves decision-making. These nurses learn from experiences what to expect in certain situations, as well as how to modify plans as needed.
5. **Expert** nurses no longer rely on principles, rules, or guidelines to connect situations and determine actions. They have a deeper background of experience and an intuitive grasp of clinical situations. Their performances are fluid, flexible, and highly proficient. Benner's writings explain that nursing skills through experience are a prerequisite for becoming an expert nurse.

This Pathway includes online and face to face education activities, as well as experiential activities to develop skills and enhance understanding of the role of a CNC/CMC, to serve as a guide for aspiring, new and experienced Consultants. Some courses and activities can be worked towards by a nurse or midwife who is 'aspiring' to work in the role, whereas others are more relevant for 'advanced beginners' in the role or for those Consultants practicing at the 'competent' to 'expert' levels and this serves as a guide only.

In the tables below, priorities for completion of experiential and educational activities are to be discussed and agreed upon between the manager and Consultant with consideration given to local and District specialty projects, experience of the Consultant and any RPL being requested. The levels reference those posed by Benner (1982) and have been grouped as:

- Aspiring – a registered nurse who is an expert in their clinical field and would like to work towards achieving a role as a CNC or CMC
- Novice
- Advanced Beginner
- Competent plus – includes level competent, proficient and expert

Evaluation

- A report will be provided to the Executive Director of Nursing, Midwifery and Performance, the facility Directors of Nursing and Midwifery and Nurse Manager Nursing Workforce and Strategy showing percentage progress for all staff enrolled on a monthly basis.

- Feedback from the pathway participants will be sought through an online survey emailed at the 50% and 85% completion points.
- Feedback from managers will be sought through an online survey emailed at the 50% and 85% completion points.
- Results from Survey Evaluations will be presented to the Executive Director of Nursing Midwifery and Performance, the facility Directors of Nursing and Midwifery and Nurse Manager Nursing Workforce and Strategy annually.

Variations to the Pathway

Some courses and skills overlap across multiple domains. They have been mapped to the most relevant domain.

This process needs to be completed with support provided and negotiated between the Manager and Consultant. Any variations to the pathway need to be agreed and documented.

1	Activity/Course not required for this Consultant
2	Activity/Course not available (notify EODS for correction)
3	Activity/Course needs extended timeframe for completion
4	Activity Achieved through RPL (notify EODS for updating in MHL)

Document Governance and Version Control

- SWSLHD Nursing and Midwifery hold governance over The CNC/CMC Professional Development Pathway.
- This document will be reviewed for currency in collaboration with the Education and Organisational Development Service at least annually.
- The most current version of the Pathway will be the pathway enrolled in by the Consultant in My Health Learning.
- Hard and soft copies of this document are correct as at time of printing or downloading.

References

- [SWSLHD Workforce Plan 2022-2028](#)
- [SWSLHD Education and Organisational Development Plan 2022-2028](#)
- [SWSLHD Nursing and Midwifery Succession Planning and Mentoring Framework](#)
- [NSW Health Clinical Nurse Consultants Domains and Functions IB IB2011 024](#)
- Benner, P. (1982). From novice to expert. American Journal of Nursing, 82(3), 402-407

The CNC/CMC PDP Checklist

Participant Details			
Name		Employee Number	
Current Position		Department	
Participant's goals			
Manager Details			
Reporting Line Manager's Name		Reporting Line Manager's Position	
Pathway Grade			
Select the MHL Pathway Grade that you would like to be enrolled in	<input type="checkbox"/> Grade 1: Clinical Nurse Consultants and Clinical Midwifery Consultants PDP	<input type="checkbox"/> Grade 2: Clinical Nurse Consultants and Clinical Midwifery Consultants PDP	<input type="checkbox"/> Grade 3: Clinical Nurse Consultants and Clinical Midwifery Consultants PDP
Support			
Protected time agreed	<input type="checkbox"/> 1 day per month by negotiation with manager	<input type="checkbox"/> Other {please specify}	
Protected space	<input type="checkbox"/> Office/library/meeting room <input type="checkbox"/> WFH consideration	<input type="checkbox"/> Other {please specify}	
Services and Equipment provided	<input type="checkbox"/> Laptop <input type="checkbox"/> Additional Software <input type="checkbox"/> Mobile Phone <input type="checkbox"/> Remote Access to WFH	<input type="checkbox"/> Other {please specify}	
Mentoring Arrangement			
Name and contact details of the support person / mentor organised to provide support through the program		Mentor's Relationship with the participant.	
Identify the agreed plan for ongoing progress review meetings			
Sign off			
Participant's Name		Participant's Signature	
Manager's Name		Manager's Signature	
Date		Date	

Please submit the completed checklist to EODS via email at SWSLHD-EducationOD@health.nsw.gov.au after you and your manager have collectively reviewed the document and their recommendations are included in the document.

General Education Courses

Domain mapping	Course	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
1, 2	CORE Chat – Our Values in Action Code: 3244468882 (4 hrs)	Online MHL	Aspiring		
1, 2.1	Emotional Intelligence Code: 93450040 (40min)	Online MHL	Aspiring		
1	Getting to know your patient for individualised care (GRACE) https://swslhd-intranet.sswahs.nsw.gov.au/swslhd/nursing/GRACE.html	Face to Face	Aspiring		
1.1, 2.1	TYE Masterclass for Managers and Leaders Code: MAN1278 (1 day)	Virtual	Competent plus		
2.1	TYE Foundational Leadership Program Code: MAN1275	Face to Face	Competent plus		
1.4, 2.2	Procedure and Policy Writing Code: COM12153 (2 x 4hr)	Face to Face	Novice		
2	Implement CEC Brief Bites for Better Care Resources for in-service training and meetings https://www.cec.health.nsw.gov.au/CEC-Academy/Videos-for-safer-care-Brief-Bites	Online external	All		
2.4, 5.1, 5.5, 5.6	Redesign Series 01. Redesign Fundamentals (2hrs) -202464685 02. Redesign Initiation (4hrs) 202464923 03. Redesign Diagnostics (8hrs) – 202464432 04. Redesign Solution Design (2hrs) – 202465345 05. Redesign Implementation (3hrs) – 202464792 06. Redesign Evaluation and Sustainability (1hr) – 202465121 07. Sponsorship for Change (40min) - 236991035	Online MHL	Competent plus		

Domain mapping	Course	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
1, 2.1	Post graduate qualification relevant to the speciality field.	External enrolment	Aspiring		
2	Working towards a post graduate course or qualification in Leadership	External enrolment	Competent plus		

General Skill Development / Experience

Domain mapping	Skill / Experience/Activity	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
1.1, 2.1	Shadows mentor CNC for a period that allows an understanding of the role of the CNC in the speciality field and document a reflection on how this experience supported your development	Activity	Aspiring/Novice		
1, 3.3	Maintains membership of professional peak body	Activity	Aspiring/Novice		
1, 5.3	Subscribes to at least one peer reviewed nursing journal related to specialty	Activity	Aspiring/Novice		
1	Creates an NPS Medicine Wise account access for case reviews and courses	Activity	Novice		
1, 2.2	Collaborates with others on policy development and review	Activity	Novice		
2.2	Accesses Joanna Briggs resources related to specialty	Activity	Aspiring		
4.2, 5.2	Conducts a learning needs analysis for specialty	Activity	Novice		
5.1	Conducts a GAP analysis of service needs for specialty	Activity	Novice		
5.1	Conducts a SWOT analysis of service needs for specialty	Activity	Novice		

Domain 1: Clinical Service and Consultancy

The CNC/CMC provides expert clinical advice to patients, carers and other health care professionals within a defined specialty. The CNC/CMC develops, facilitates implementation and evaluates care management plans for patients with complex health needs.

Grade	Domain 1: Clinical Service and Consultancy
1	1.1 Provides an expert client-centred consultancy practice participating in direct patient care provision.
1	1.2 Provides education on complex clinical issues to clients and carers.
1	1.3 Identifies and adopts innovative clinical practice models e.g. Implementation and evaluation of new treatments, technologies, and therapeutic techniques relating to CNC/CMC speciality.
1	1.4 Participates/collaborates in the design and conduct of quality improvement initiatives.
2	1.5 Provides a complex client-centred consultancy practice within a mixed clinical environment and/or across a series of services (e.g. cross-specialty).
2	1.6 Undertakes primary responsibility to formalise ongoing clinical supervision processes for RN/RM and EN. For a CMC this will include RM and AIM.
2	1.7 Provides a more complex client-centred consultancy service within a mixed clinical environment and/or across multiple service groups (e.g. hospital, community, home, private sector) and/or patient populations (e.g. neonatal, paediatric, adult, geriatric) and incorporating a range of modalities (e.g. health promotion/preventative health, disease management, treatment and care).
3	1.8 Undertakes primary responsibility for formalised ongoing clinical supervision processes for CNC/CMC peers e.g. Peer review of clinical practice at CNC/CMC level.
3	1.9 As an expert, conducts systematic review of clinical practice including, if required, for external organisations.

Domain 1: Education Courses

Domain Mapping		Activity	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	1.1	FCAP - Facilitation Development Program (FDP) Course – Core Skills Code: 200725996 (2day)	Virtual	Novice		
1	1.2	Health Literacy and Teach-back Code: 241744958 (70min)	Online MHL	Novice		
1	1.4	CQI1225 – Improvement Science (1day)	Face to face	All		
2	1.6	An Introduction to Mentoring Code: 58521889 (30min)	Online MHL	Advanced beginner		
2	1.6	Emotional Intelligence – what is it and how to use it? Virtual class (1 hour)	Virtual	Advanced beginner		
3	1.8	Reflective group clinical supervision facilitators training (3day) Code: MAN1221	Face to Face	Advanced beginner, Competent plus		

Domain 1: Skill Development / Experience

Domain mapping		Skill / Experience	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	1.1	Is supervised by mentor CNC while providing consultancy assessment and/or care planning and receive and reflect on feedback	Activity	Novice, advanced beginner		
1	1.2	Is supervised by mentor while providing education to clients/carers and reflect on feedback	Activity	Novice, advanced beginner		
1	1.3	Attends internal and external education sessions and brings back new knowledge	Activity	All		
1	1.4	Develops and implements an audit tool which contributes to improvement of key performance indicators (KPIs)	Activity	Novice, advanced beginner		
1	1.4	Develops and implements a competency assessment relevant to the speciality field	Activity	Advanced beginner		
1	1.4	Leads in the development of clinical processes and implementation of clinical standards/guidelines-PPGs	Activity	Novice, advanced beginner		
1	1.4	Writes or contributes to a model of care for their service	Activity	Novice, advanced beginner		
2	1.5	Maintains active membership of hospital, LHD and stream CNC/CMC professional network meetings	Activity	Novice		
2	1.5	Participates in carer education and consumer programs for specialty	Activity	Novice		

2	1.6	Provides formal clinical supervision and mentorship for RNs/RMs, ENs or AINs/AIMs within specialty	Activity	Competent plus		
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Domain 2: Clinical Leadership

The Clinical Nurse/Midwife Consultant provides leadership that facilitates the ongoing development of clinical practice.

Grade	Domain 2: Clinical Leadership
1	2.1 Acts as a role model as an expert clinician in the clinical setting.
1	2.2 Contributes to the development and management of clinical processes, e.g. models of care, maps, clinical pathways, policy, procedures and guidelines.
1	2.3 Provides leadership in the ongoing review of clinical practice at facility or local health district/specialty network level as required.
2	2.4 Provides leadership in the ongoing review of clinical practice for a more complex service i.e. a service provided at multiple sites or by multiple CNC/CMCs across a local health district/specialty network level as required.
2	2.5 Participates on state and on national working parties.
2	2.6 Assumes leadership roles, which promote broader advancement of clinical practice, e.g. membership of editorial boards, leadership of position papers and for CNC/CMCs the development of advanced nursing practice standards.
3	2.7 Provides leadership in state, national and/or international nursing/midwifery and/or specialist clinical groups.
3	2.8 Initiates collaborative ventures with academic colleagues e.g. major projects determining the current status and influencing future directions of nursing/midwifery practice.

Domain 2: Education Courses

Domain Mapping		Activity	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	2.2	Systematic Review Series - Methodology Code: COM12181	Virtual	Novice		
1	2.2	Systematic Review Series – Systematic literature searching Code: COM12182	Virtual	Novice		
1	2.2	Systematic Review Series – Managing citations and PRISMA report Code: COM12183	Virtual	Novice		
2	2.4	Improvement Science 2 day workshop Code: MAN1286	classroom	Competent plus		
2	2.6	Coaching for Performance (40 min) Code: 39829901	Online MHL	Competent plus		

Domain 2: Skill Development / Experience

Domain mapping		Skill / Experience	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	2.1	Be involved in the implementation of the 7 TYE safety essentials (E.g. Conduct a leader staff round).	Activity	All		
1	2.2	Uses research findings to write/review evidence based policy/procedures/guidelines	Activity	All		
1	2.3	Actively participate in Specialty Specific meetings e.g. Stream, Standards (falls, delirium etc.), Head of Department, APNM/CNC meeting	Activity	All		
2	2.4	Lead a quality improvement project using Improvement Science methodology	Activity	All		
2	2.4	Meet with other specialty teams and demonstrate collaboration	Activity	All		
2	2.5	Active participation in state wide specialty specific meetings e.g. ACI, CEC	Online or in person	All		
3	2.7	Chair Specialty Interest Group	Online or in person	Competent Plus		
3	2.8	Initiate collaboration with academic colleagues, SWSLHD Nursing and Midwifery Research Alliance for research or project to influence nursing / midwifery practice	In person	Competent Plus		

Domain mapping		Skill / Experience	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
3	2.8	Contribute to curriculum development and teaching opportunities with education providers to develop future nurses and midwives	In person	Competent Plus		

Domain 3: Research

The Clinical Nurse/Midwife Consultant initiates research and utilises findings of research in the provision of clinical services

Grade	Domain 3: Research
1	3.1 Initiates, conducts and disseminates the findings of locally based research in specialty.
1	3.2 Participates as co-researcher in larger studies.
1	3.3 Manages research projects requiring clinical contribution from others.
2	3.4 Adapts and applies related scientific research to a clinical speciality i.e. research from other scientific disciplines to nursing/midwifery.
2	3.5 Initiates original research projects.
2	3.6 Disseminates own research results through specialist publications and presentations.
3	3.7 Acts as principal researcher in significant/large scale research studies (e.g. those attracting research funding/grants/multiple sites, making a large contribution to nursing science.

Domain 3: Education Courses

Domain Mapping		Activity	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	3.1	Research: Planning the Research Process (30min) Code: DEV933	Online MHL	Novice		
1	3.1	Easy Guide to Writing (20min) Code:40165467	Online MHL	Novice		
1	3.1	Presentation Skills (25min) Code: 42033607	Online MHL	Aspiring		
1	3.1	CIAP Searching - Drug Resources (1hr) Code: COM12108	Face to face or Virtual	Aspiring		
1	3.1	Research Skills for Nursing Staff (1hr) Code: LIB1205	Face to face or Virtual	Aspiring		
1	3.1	EndNote Basics (2hrs) Code: COM12114	Face to face or Virtual	All		
1	3.1	Use and Disclosure of NSW Health Data for the Purposes of Analytics (60min) Code: 160761816	Online MHL	Novice		
1	3.3	Everyone Plays a Role in Health Data, module 2 (40 min) Code: 254954765	Online MHL	Novice		
1	3.3	Interpret Health Data – Turn Information Into New Insights, module 3 (40 min) Code: 254957081	Online MHL	Novice		

Domain Mapping		Activity	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	3.3	Share and Integrate Data into Practice, module 4 (40 min) Code: 254958440	Online MHL	Novice		

Domain 3: Skill Development / Experience

Domain mapping		Skill / Experience	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	3.1	Submits decision tool for research and or quality improvement (QI) project to Clinical Governance Unit (CGU)	Activity	Advanced beginner		
1	3.1	Connects with CGU representative to discuss issues in specialty and research and or QI potential	Activity	All		
1	3.1	Participates in a journal club	Activity	All		
1	3.1	Meets with a Librarian to discuss specialty resources	Activity	Novice		
1	3.1	Conducts a Literature Search	Activity	All		
1	3.1	Appraises a research article and seek feedback from mentor	Activity	Novice		

Domain mapping		Skill / Experience	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	3.1	Writes abstract for submission to conference proceedings	Activity	Competent plus		
1	3.1	Presents research at a conference	Activity	Competent plus		
1	3.2	Participates in clinical trials	Activity	Competent plus		
1	3.2	Participates in LHD, state, national and international research initiatives	Activity	Competent plus		
1	3.3	Collaborates with others in a research project	Activity	Competent plus		
2	3.4	Investigates research from other disciplines and adapts to own specialty to improve practice	Activity	Competent plus		
2	3.5	Identifies a research mentor/supervisor	Activity	Advanced beginner		
2	3.5	Initiates original research project as principal researcher	activity	Competent plus		
2	3.6	Disseminates own research by publication	activity	Competent plus		
2	3.6	Disseminates own research at a conference presentation	Activity	Competent plus		
3	3.7	Conducts large scale research study as principal researcher	activity	Competent plus		
3	3.7	Applies for research grant	activity	Competent plus		

Domain 4: Education

The Clinical Nurse/Midwife Consultant contributes to the development and delivery of specialty related education programs

Grade	Domain 4: Education
1	4.1 Participates in formal and informal education programs.
1	4.2 Identifies clinical education needs
1	4.3 Collaborates with others in the development and delivery of education programs
2	4.4 Undertakes primary responsibility for the planning and implementation of specialist clinical education for the local health district/specialty network
2	4.5 Develops significant education resources for patients and their families, nurses, midwives and other health care professionals.
2	4.6 Participates in the development and delivery of postgraduate tertiary programs
3	4.7 Provides significant contribution to the direction of clinical nursing/midwifery education within the speciality e.g. involvement in the development of expansive programs (extra-regional, state or national education programs, advanced practice specialty programs, education involving large numbers of nurses/midwives within the speciality

Domain 4: Education Courses

Domain Mapping		Activity	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	4.1	Empowering the Educator: Capability framework Self-Assessment (20min) Code: 102341620	Online MHL	Novice		
1	4.3	Evaluating Education & Training (20 min) Code: 112585902	Online MHL	Novice		
1	4.3	Empowering all to Educate (20 min) Code: 98239810	Online MHL	Novice		
2	4.4	Engaging and motivating learners (60 min) Code: 114436532	Online MHL	Novice		
2	4.4	Facilitating for Learner Success (30 min) 99664746	Online MHL	Novice		
2	4.5	Health Literacy and Teach-back (5 podcasts = 70 min) Code: 241744958	Podcast MHL	Novice		
2	4.6	Exploring Education Delivery Methods (30 min) Code: 108075755	Online MHL	Advanced beginner		
2	4.6	Adult Theories & principles (20 min) Code: 111144631	Online MHL	Novice		

Domain 4: Skill Development / Experience

Domain mapping		Skill / Experience	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	4.1	Provides an informal educative session to an individual or small group	activity	Novice		
1	4.1	Provides a formal education session/inservice	activity	Novice/Advanced Beginner/Competent plus		
1	4.3	Collaborates with a representative from EODS on the development and delivery of an education program using adult learning principles	activity	Novice/Advanced Beginner/Competent plus		
2	4.4	Plans and implements a specialist education program suitable to the LHD or specialty network (e.g. learning package, online module, simulation assessment etc.)	activity	Competent plus		
2	4.5	Develops an education resource (poster, leaflet, App) for patients/carers or health care professionals	activity	Novice/Advanced Beginner/Competent plus		
2	4.6	Collaborates with an external Education Provider to develop and deliver content for post graduate tertiary level programs	activity	Competent plus		
3	4.7	Makes a significant contribution to the direction of clinical education for your specialty by being involved in the development of programs aimed	activity	Competent plus		

		beyond the LHD, or involves advance practice or large numbers of nurses and or midwives				
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Domain 5: Clinical Services Planning and Management

The Clinical Nurse/Midwife Consultant participates in formal processes for the strategic and operational planning for the clinical service. The role also involves the organisation and delivery of specialist consultant service

Grade	Domain 5: Clinical Services Planning and Management
1	5.1 Identifies future issues and new directions for the service.
1	5.2 Contributes to formal service and strategic planning processes within the organisation.
1	5.3 Plans, implements and evaluates annual plan for nurse/midwife consultancy service.
2	5.4 Provides ongoing comprehensive analysis of current practice and the impact of new directions on the clinical specialty service.
2	5.5 Initiates, develops, implements and evaluates strategic changes for the clinical specialty/service
3	5.6 Undertakes primary responsibility for preparation, implementation and evaluation of annual plan for a clinical service, e.g. multidisciplinary business plan.
3	5.7 Manages complex projects relating to significant practice change for the organisation.

Domain 5: Education Courses

Domain Mapping		Activity	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	5.1	Driving Innovation (20 min) Code: 135674693	Online MHL	Novice		
1	5.1	Develop an effective plan (6 min) Code: 136668034	Online MHL	Aspiring/Novice		

Domain Mapping		Activity	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	5.1	Enterprise-wide Risk Management for Managers (20min) Code: 40383245	Online MHL	Advanced beginner		
1	5.1	Accelerated Implementation Methodology (AIM) 2 days- see link below to enrol https://aci.health.nsw.gov.au/support-for-innovation/redesign-change-management/aim	Face to face or virtual External enrolment	Competent plus		
1	5.3	Lean Thinking (40 min) Code: 94194908	Online MHL	Aspiring/Novice		
1	5.3	An introduction to health program evaluation (45 min) Code: 257701682	Online MHL	Novice/Advanced Beginner/Competent plus		
3	5.6	Business Planning for Wards and Departments (30 min) Code: 68122601	Online MHL	Competent plus		
3	5.6	Effective Business case design Code: 124320232	Online MHL	Competent plus		

Domain 5: Skill Development / Experience

Domain mapping		Skill / Experience	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1	5.1	Reviews SWSLHD Strategic Plan and reflect on implications for role and specialty	activity	Aspiring/Novice		
1	5.1	Leads and /or actively participates in Morbidity & Mortality Meetings	activity	Novice/Advanced Beginner/Competent plus		
1	5.2	Familiarises self with ACI redesign resources https://aci.health.nsw.gov.au/support-for-innovation/redesign-change-management/resources	Face to face or virtual External enrolment	Competent plus		
1	5.3	Collaborates with Stream Manager/Heads of Department to contribute to Annual Service Plan	activity	Novice/Advanced Beginner/Competent plus		
2	5.4	Completes a review of the current risks on the risk register for your service (Bow Tie Analysis)	activity	Competent plus		
1, 2, 3	5.5	Collaboration with Health Pillars (ACI, CEC, HETI)	activity	Competent plus		
3	5.6	Utilises management consultation processes to inform of change processes that impact on access, service delivery and resource allocation	activity	Competent plus		
3	5.7	Reviews IMS and audit results to determine current issues and plan preventative initiatives	activity	Competent plus		

Optional / Additional Education and Experiential Activities

Domain mapping		Activity / Skill / Experience	Method	Target Audience (Aspiring/Novice/Advanced Beginner/Competent plus)	Progress Update	Completed / RPL / Variance rationale
Grade	Element					
1, 2, 3	4	Certificate IV in Training and Assessment	External	Novice		
1, 2, 3	3.3	Graduate Certificate in Research/Research Skills/Research Studies (Domain 3)	External	Competent plus		
1, 2, 3		Doctor of Philosophy in Specialty	External	Competent plus		
1, 2, 3		National Study Tour	Activity	Competent plus		
1, 2, 3		International Study Tour	Activity	Competent plus		
1, 2, 3		International Conference attendance	Activity	Competent plus		
1, 2, 3		International Conference presentation	Activity	Competent plus		
1, 2, 3		Scholarship Application	Activity	Competent plus		
1, 2, 3		Graduate Certificate in Clinical Redesign	Agency for Clinical Innovation	Competent plus		
1, 2, 3		Masters Health Service Management	External	Competent plus		
1, 2, 3		Succession planning to act in senior roles	Discussion with manager	Competent plus		

Please submit the completed checklist to EODS via email at SWSLHD-EducationOD@health.nsw.gov.au after you and your manager have collectively reviewed the document and their recommendations are included in the document.