

Guidelines for Portfolio Development for Nurses and Midwives

2nd Edition

Continuing Professional Development

Information and So

A guide to help you develop a personal career plan to reflect your abilities and interests



National Council for the
Professional Development
of Nursing and Midwifery

An Chomhairle Náisiúnta d'Fhorbairt
Chairmiúil an Altranaís agus
an Chnáimhseachais

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Introduction

The National Council for the Professional Development of Nursing and Midwifery is pleased to present this revised edition of the *Guidelines for Portfolio Development for Nurses and Midwives*. Revision of the first edition was undertaken in order to reflect the many developments that have occurred in the Irish health system since the launch of the Health Service Reform Programme in 2003, while still accommodating the career and personal development planning needs of individual nurses and midwives working in a broad range of health settings. The content of this second edition is also shaped by the National Council's revision of the frameworks for establishing advanced nurse/midwife practitioner and clinical nurse/midwife specialist posts (National Council, July 2004 and November 2004 respectively).

Overview of Contents

This revised version of the *Guidelines for Portfolio Development for Nurses and Midwives* now contains 6 sections. Information in sections 1 to 4 is still presented in a question and answer format.

- Section 1 contains an overview of portfolios and their uses
- Section 2 advises on how to adapt portfolios for specific purposes
- Section 3 concerns nurse/midwife managers' role in helping staff nurses/midwives to develop portfolios
- Section 4 provides an overview of continuing professional development
- Section 5 suggests a structure and format for organising the contents of the portfolio, including portfolios for advanced nurse/midwife practitioner candidates, and for recording information
- Section 6 contains useful information and sources updated since 2003.

Portfolios for Nurses and Midwives

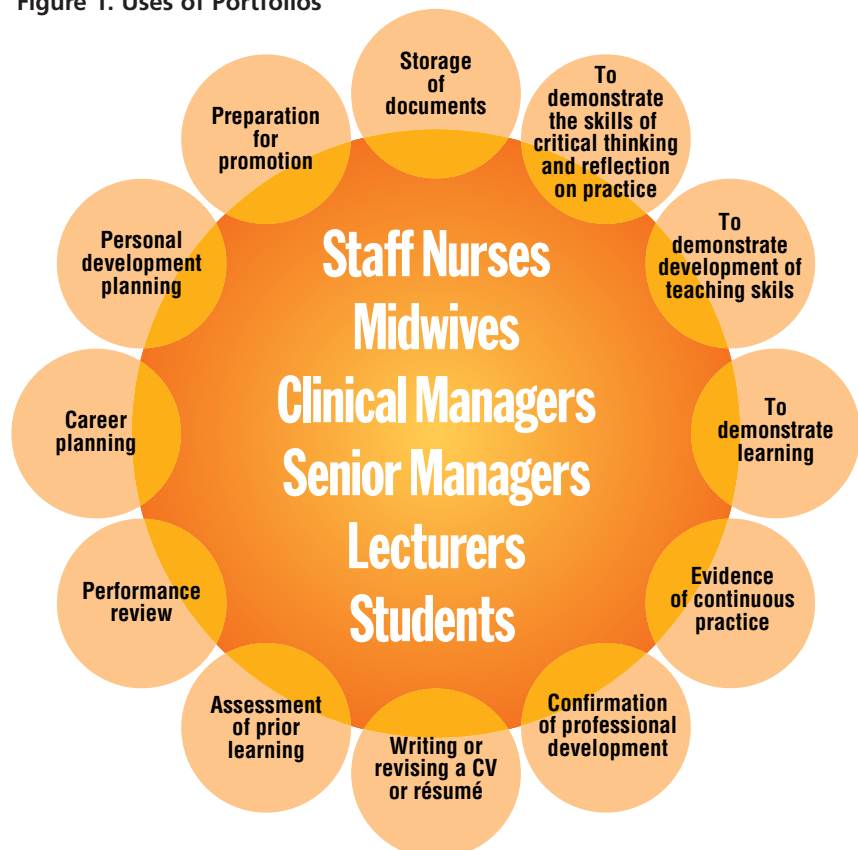
What is a portfolio?

Literally, a portfolio is a folder or case for carrying loose sheets of paper. However, in recent years a portfolio used by nurses and midwives is generally understood to be an organised collection of documents chronicling an individual's career: these accumulated documents may then be drawn upon when applying for jobs or courses, or in order to demonstrate learning.

Why are portfolios used?

- At a personal level individual nurses and midwives can use portfolios as a means of storing documents relating to their personal professional career development. They can also refer to the contents when undertaking personal development planning, or writing a curriculum vitae or résumé.
- Portfolio contents can help individual nurses and midwives to identify their own strengths and areas requiring development, plan how they can enhance their knowledge and skills in order to improve their clinical practice, maximise their opportunities to undertake appropriate continuing professional development and develop strategies for achieving their individual career goals.
- In the clinical setting portfolios may be used to prepare staff nurses and midwives for clinical career pathway promotion. They can also be used to prepare nurses and midwives for promotion in management and other pathways.
- In the educational setting student nurses and midwives may be required to maintain and submit a portfolio in order to demonstrate learning, and the development of the skills of reflection on practice and critical thinking.
- Nurse lecturers/teachers may also use portfolios to demonstrate their development as teachers.
- Third-level/higher education institutions may review portfolios of course applicants when assessing prior learning.
- Professional regulatory bodies such as the Nursing and Midwifery Council (formerly the United Kingdom Central Council for Nursing, Midwifery and Health Visiting) may require nurses and midwives to submit a professional portfolio as evidence of continuous nursing practice and for ongoing recording of learning and confirmation of professional development (Nursing and Midwifery Council 2005).

Figure 1. Uses of Portfolios



Why should I use a portfolio?

Your portfolio can be used as a record of continuing competence, career planning and as evidence in the assessment of prior learning. You can use it to reflect upon your achievements and areas needing further development, and to assess your own skills and knowledge. You may also use your portfolio if you intend to practise in a country or state where the nursing/midwifery registration bodies require evidence of continuing professional development or learning.

Several nurse writers describe the portfolio as dynamic and suggest that it be updated annually, for example, Hull and Redfern (1996) and the Alberta Association of Registered Nurses (2001). This is particularly useful when you are preparing for job applications or performance review.

Do I have to use a portfolio?

In Ireland there is currently no requirement to demonstrate evidence of continuing professional development following registration. However, the *Code of Professional Conduct for each Nurse and Midwife* states:

"The nurse or midwife must take measures to develop and maintain the competence necessary for professional practice. ... [Where a nurse or midwife acknowledges any limitations of competence,] if appropriate [he/she] must take appropriate measures to gain competence in the particular area. ... He/she is obliged to transmit acquired professional knowledge, skills and attitudes both by word and example [to junior colleagues]." (An Bord Altranais 2000)

These statements are elaborated on within the *Requirements and Standards for Nurse Registration Education Programmes* (An Bord Altranais 2000). The nurse is expected to act to enhance the personal and professional development of him-/herself and others by demonstrating a commitment to lifelong learning and by contributing to the learning experiences of colleagues through support, supervision and teaching.

Any nurse or midwife applying for an advanced nurse or midwife practitioner post is required by the National Council to present a portfolio demonstrating that he/she has the competence to exercise higher levels of judgment, discretion and decision-making in the clinical area above those expected of the nurse or midwife working at a primary practice level or of the clinical nurse or midwife specialist (National Council 2004a. See **pages 41 to 44** of this document for *Guidelines for an Advanced Nurse Practitioner/Advanced Midwife Practitioner Candidate Portfolio*). Furthermore, these competencies are specific to the advanced practice role for which he/she is seeking accreditation.

Current trends in the health service are influencing personal professional development. There is a need to ensure a qualified, competent workforce to meet the changing demands of the public (Department of Health and Children 2001). More specifically the health strategy, *Quality and Fairness*, refers to development of the human resource function within the health system to include skills development, management development and personal development. In 2003 the *Audit of Structures and Functions in the Health System ("Prospectus Report")* (Department of Health and Children 2003) noted that it was critical for professional regulation and training bodies to put in place programmes that would ensure ongoing review of competence of their members (p62).

What types of portfolio are available?

Portfolios are available in a number of formats. The more familiar type is paper, but electronic/digital formats are also available. Both types may be produced commercially, but may not be fully applicable to nursing and midwifery in Ireland. You could also make your own portfolio.

What do I need to make my own portfolio?

You will need:



Ring-binder

- A sturdy portfolio ring-binder/folder



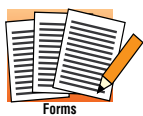
Tabbed Dividers

- Tabbed dividers to create distinct sections



Plastic Page Holders

- Plastic page holders



Forms

- Forms to help you organise information or reflect upon learning situations (see Section 5)



CD-ROM

- CD-ROM, or floppy disc for electronic records, if this is your preferred format



Memory/Flash Stick

- Memory/flash stick also acceptable

What should I put into my portfolio?

You can store almost anything that you think is relevant to your career in your portfolio: copies of certificates, job descriptions, references, lists of previous employers, performance review forms, copies of presentations, records of committees you have belonged to, articles you have written and anything else that will help you identify your achievements, skills and career objectives.

You can review and prune the contents as often as you think necessary.

How should I organise my portfolio?

You should organise your portfolio in whatever way best suits you. The National Council suggests the following section headings:

- Personal information
- General education
- Professional education
- Employment
- Continuing professional development.

Suggestions for what to include in your portfolio under each heading and sample forms are provided in Section 5.

Who should see my portfolio?

Your portfolio is private and personal to you. However, you can select contents and adapt them for viewing by another person (see Section 2).

The service I work in has already provided me with a portfolio. Do I need two separate portfolios?

If you are happy with the format of the portfolio provided by your service, then there is no need to change over or to keep two separate portfolios. Whatever version of portfolio you choose to use, you should remember to update it regularly.

Furthermore, you should remember that every document contains elements that become obsolete as policy changes and existing formats are revised. Look out for new suggestions in other versions or formats. You may also find that other portfolio guidelines contain useful activities or exercises more appropriate to your learning style.

The service I work in does not use portfolios, so do I need to use one?

No, you don't. But the *Action Plan for People Management in the Health Service* (Department of Health and Children and the Health Service Employers' Agency 2002) states that it is necessary for organisations to develop a strategic approach to training, development and education. It notes that performance management systems are being introduced across the public sector. It also notes that account will be taken of any training and development needs you may have arising out of the agreed service plan and that you will be invited to complete your own personal development plan in order to help you realise your career aspirations. So now may be a good time to start keeping a portfolio. By maintaining a portfolio, you can be ready to face the challenges of personal development planning and performance review.

Who can help me with my portfolio?

Your line manager (i.e., clinical nurse/midwife manager, grades 1 to 3) may be involved in or have completed training for personal development planning, performance review and identification of learning and development needs at departmental level. He/she should be able to help you, but you can approach anyone you feel would be willing to advise you.

For further information, you could carry out your own literature search on the topic of portfolios and related subjects. A list of references and sources you could use and agencies you could contact are contained in Section 6.

Adapting the Portfolio for Specific Purposes

When I apply for a job, should I submit my portfolio?

It is unlikely that an employer will ask you to submit an entire personal portfolio. Job application instructions are more likely to ask you to complete an application form and to submit a curriculum vitae or résumé, both of which should be adapted for the purposes of the post.

How should I adapt my portfolio for viewing by a current or prospective employer?

You should bear in mind the type of job you are applying for and check whether you are being asked to submit a portfolio. If you are being asked to submit a portfolio, make sure you are clear about the information to be included (this also applies to preparing a curriculum vitae or a résumé).

Obtain and read through the job description, paying particular attention to the tasks and functions of the job and the qualifications and competencies required. Look through your personal portfolio for evidence that demonstrates you:

- have the ability to carry out the tasks and functions (e.g., certificates, course transcripts, references, concise accounts of any critical learning incidents or work-based projects, etc)
- hold the required qualifications (e.g., certificates, course transcripts, etc)
- have developed the required competencies (e.g., certificates, course transcripts, concise accounts of any work-based projects, etc).

It may be appropriate to summarise this information for an adapted portfolio. Reviewing this information will also help you to prepare for any interviews.

Remember that your personal portfolio may identify other people, e.g., previous line managers, patients, nurse teachers or anyone you might have named in a reflective exercise. You should ensure that you either omit certain documents or take all reasonable steps to protect the anonymity and confidentiality of others.

How can I make my adapted portfolio reader-friendly?

As well as making sure your adapted portfolio matches the requirements and purposes of anyone who is going to read it, you should also ensure that your adapted portfolio is easy to handle, well organised and straightforward to read. You can do this by:

- numbering the pages
- including a contents page
- including a cross-reference page to avoid repetition (see Figure 2)
- using appendices for supporting information
- using clear headings and sub-headings
- using pro formas such as those included in this document
- using terms, fonts and a format that computer programmes can read and print
- checking spellings, grammar, punctuation and consistency of lay-out and formatting.

Figure 2. Sample Cross-Reference Page

Identification of competencies in being able to manage people:

- Skills in influencing people – pages 5, 9, 8, 16
- Skills in managing individual performance – pages 5, 9, 11, 20

Identification of competencies in professional and clinical leadership:

- Skills in mentorship – pages 5, 6, 8, 15, 16
- Skills in developing clinical standards – pages 7, 9, 11, 22-25

Should I include information about my second-level education in an adapted portfolio?

Although Section 4 (*Organising the Portfolio*) suggests that you keep records of your second-level education in your personal portfolio, it is unlikely that you will be asked to present these records when applying for senior posts. You should include information about your second-level education only if asked to do so specifically.

I am interested in applying for a clinical nurse/midwife specialist post. Do I need to prepare an adapted portfolio?

There is currently no requirement by the National Council for nurses or midwives applying for CNS/CMS posts to provide a portfolio (National Council 2004b). In general, an applicant should be able to demonstrate that he/she can:

- apply the specially focused knowledge and skills necessary to improve the quality of patient/client care
- assess, plan, deliver and evaluate care given to patients/clients and their families in various settings
- work closely with medical, paramedical and other colleagues
- carry out research- and evidence-based practice
- participate in research and audit
- advocate for patient/clients
- act as a consultant to nursing/midwifery colleagues and to the wider interdisciplinary team across sites and conventional boundaries of care.

The applicant should also be able to demonstrate that he/she:

- is a registered nurse/midwife
- has extensive experience and clinical expertise
- has the ability to practise safely and effectively
- engages in continuing professional development
- is either educated to higher diploma level (or equivalent) or will undertake a contractual agreement to obtain a relevant higher diploma (or equivalent).

You might enhance your preparation by reviewing the contents of your personal portfolio against the job description for the post. See the *Guidelines for an Advanced Nurse Practitioner/Advanced Midwife Practitioner Candidate Portfolio* on **pages 41 to 44** which may assist you in collating the information required.

Are there any special requirements for a portfolio for an advanced nurse/midwife practitioner post?

Yes, these are outlined in *Framework for the Establishment of Advanced Nurse Practitioner and Advanced Midwife Practitioner Posts* (National Council 2004a, p37). Section 5 (*Organising the Portfolio*) of the *Guidelines for Portfolio Development for Nurses and Midwives* now contains a guide to compiling an ANP/AMP candidate portfolio.

Using Portfolios: The Nurse/Midwife Manager's Role

I'm a manager. Do I have a role in helping staff with their portfolios?

Yes, you do. Line managers are identified in the *Action Plan for People Management in the Health Services (APPM)* as critical to the implementation of the Action Plan. Like frontline staff, you can expect to be offered an opportunity to develop a personal development plan based on your career aspirations, the needs of your service and the competencies associated with effective performance in a management role. You can also expect to be working more closely with your own staff to help them identify their training and development needs and to take steps towards meeting those needs. Another area you can expect to participate in is the development and implementation of a system of performance management to be introduced for health services employees, if you are not already doing so. You can record your experiences of assisting staff with portfolios, personal development planning and performance review in your own portfolio.

As a manager, where can I find further guidance in helping my staff with portfolios, personal development planning and performance review?

As a manager you should be aware of the benefits of keeping a portfolio, personal development planning and performance management (see the Office for Health Management's *Management Competency User Pack for Nurse and Midwife Managers*, 2004). Portfolios and personal development planning can help set personal development goals and provide opportunities for staff to contribute ideas for service improvements. Feedback on performance is generally appreciated by staff and can help improve morale, future performance and service delivery. It also has the potential to match skills with roles and assist with personal career development.

The APPM states that it is necessary for organisations to develop a strategic approach to training, development and education. The Office for Health Management published a framework for corporate learning (*Learning and Development Needs Identification and Planning Toolkit*, 2002) and led out on a series of pilot programmes to test the applicability of personal development planning to the Irish health system. The framework provides a mechanism by which corporate and individual learning needs (i.e., as set out in the service plan) are linked to service needs. A process for individual development through the use of personal development plans and competencies/skills and attributes is incorporated within the framework.

How could portfolios be introduced in my organisation?

As with any identified subject of learning and development needs, education and training in the use of portfolios involves identifying the needs at corporate, service, departmental and individual levels. No matter which level advocates or initiates the use of portfolios, it is particularly important that clinical nurse/midwife managers receive training in the use of portfolios and personal development planning.

For further assistance please refer to the list of agencies in Information Sources and to the References and Bibliography in Section 6

Continuing Professional Development and Personal Development Planning

What is continuing professional development?

The term *continuing professional development* is used in nursing/midwifery literature to refer to any activity that contributes to your professional development as a nurse or midwife. Related terms are *staff development*, *continuing professional education* and *lifelong learning*.

What are continuing professional development activities?

There are many activities that can be included under the heading continuing professional development activities. They include:

- audit of practice or workload
- clinical practice meetings
- developing policies, protocols and guidelines
- following up on an identified (personal/unit/department) knowledge gap by undertaking a literature search and review in order to inform the implementation of new practice
- in-service training, e.g., manual handling, intravenous drug administration
- membership of reflective practice or clinical supervision groups
- participating in action learning sets
- participation in management activities such as staff selection and recruitment, performance review, policy development or service planning
- preceptorship of newly qualified staff
- presenting papers and posters
- project work
- risk assessment and management activities
- short course, conference, workshop and seminar attendance
- small-scale research studies
- undertaking courses accredited by third-level education providers or recognised authority (full-time; part-time; distance learning; supported learning; certificate, diploma, baccalaureate (primary degree), postgraduate/higher/diploma/advanced diploma, postgraduate degree (master's, doctoral, post-doctoral)
- visiting other centres to compare practice or learn from other professionals about new techniques, practices or projects
- work-based learning (WBL) (includes pre-designed learning packages in the work place)
- writing articles for in-house, regional, national or international publications.

What is evidence of continuing professional development?

Evidence of CPD includes:

- certificates of attendance at short courses, conferences, workshops and seminars,
- certificates awarded by third level education providers,

- written transcripts from a course co-ordinator containing verification of modules, subjects covered, hours allocated and results (a course leaflet is not evidence that you attended),
- copies of unpublished and published work (articles, reports, etc) that you either wrote or contributed to, and
- written references.

What is personal development planning?

The Office for Health Management describes personal development planning as a "continuous development process that enables people to make the best use of their skills and helps advance both the individual's plans and the strategic goals of the organisation" (*Personal Development Planning Guidelines and Workbook*, 2003).

It involves reviewing where you have been and reflecting on where you are now in order to determine where you would like to be in the future and how you can achieve your objectives.



Are continuing professional development and personal development planning linked?

As stated previously, as organisations take a more strategic approach to education, training and development, you can expect to be offered an opportunity to develop a personal development plan. By keeping a record of your continuing professional development activities in a portfolio, you should be able to work with your line manager to achieve a development plan that meets your needs, obtain resources to support your plan and balance work and outside interests.

How do I reflect on significant events in my development?

There are various models for reflecting on and analysing events or incidents that you feel have been significant to the development of your practice and of new knowledge and skills (Johns 2000; Johns and Freshwater 2005).

Essentially you need to:

- (1) describe a particular event or situation and
- (2) plan what you would do if a similar situation arises.

Figure 3 shows the steps involved in reflecting on significant events and planning to deal with similar events in the future.

Reflecting on significant events can occur formally (e.g., in the course of personal development planning or performance review) or informally (e.g., in the course of peer review or in confidence with a trusted colleague). Two exemplars of reflection on significant events are included at the end of this section.

Figure 3. Reflecting on Significant Events



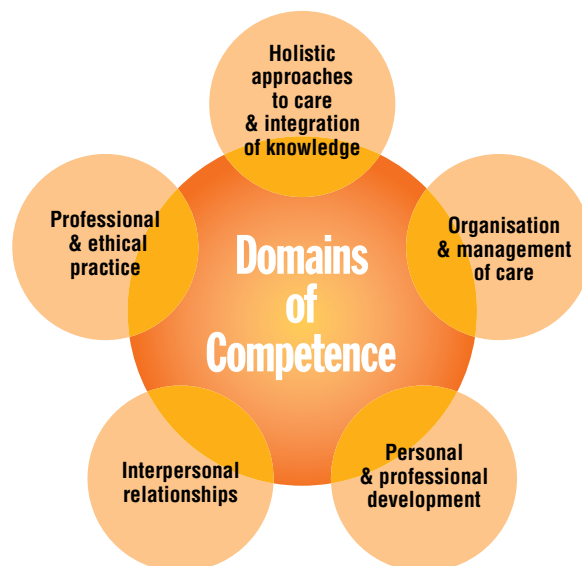
What skills and knowledge should I consider developing?

There are various possible areas of skill and knowledge development. You could consider developing further the competencies required for registration. These fall within five domains, namely:

1. Professional/ethical practice
2. Holistic approaches to care and the integration of knowledge
3. Interpersonal relationships
4. Organisation and management of care
5. Personal and professional development (An Bord Altranais 2005) (see Figure 4).

You might also consider whether you would like to pursue career pathways in clinical practice, management, education and research within nursing/midwifery or another health-related area, and what knowledge, skills and competencies are required for each. A key theme in health policy is the need for more collaborative working between health and social care professionals, so you might consider how you can develop your skills in this area.

Figure 4. Domains of Competence



Reflecting on an incident: Two exemplars

EXEMPLAR 1

Noreen's Story

(Addressing a skills/knowledge deficit in direct patient care)

What happened?

Since I qualified two years ago I had mostly worked in the out-patients department where I had always got on well. Six months ago I transferred to an oncology ward.

What were you thinking and feeling?

In the beginning I felt very anxious and that I couldn't manage pain assessments.

What did you do?

I would ask my colleagues to help me with the pain assessments, but I knew it wasn't fair on them when they were busy.

What influenced your decision-making?

It felt easier to keep asking my colleagues for help. I didn't know that there was a clinical nurse specialist in the area who was available to teach me to use the pain assessments instruments on a one-to-one basis.

What happened next?

During an informal conversation my clinical nurse manager said one of my colleagues had complained about my frequent requests for help with the pain assessment instrument. She suggested that the clinical

nurse specialist should come and teach me to use the pain assessment instrument.

What was good and bad about the situation?

It was good that my clinical nurse manager acted upon my colleague's concerns quickly and offered practical advice. I felt bad about not realising the extra work I had given my colleagues.

What sense can you make of the situation?

Although the clinical nurse manager had given me a good induction into the oncology ward, its routine and main functions, I wasn't fully prepared for some specific tasks.

What else could you have done?

I could have spoken to the clinical nurse manager sooner and asked for help to get the skills I needed.

How can you improve your knowledge and skills?

I have had two intensive sessions with the clinical nurse specialist and now feel more confident using the pain assessment tools. The local hospice will be running a short course on pain control, which I have applied to attend.

EXEMPLAR 2**Mary's Story
(Maintaining composure and quality of working life)****What happened?**

A member of staff (Jacinta) was not pulling her weight on the unit and this had been going on for about three months. One day Jacinta and I had a row on the ward in front of patients and other staff when the clinical nurse manager (Fidelma) was not on duty. I had asked Jacinta to give me a hand to turn a patient, but she told me she was tidying out the clinic room at the request of Fidelma.

What were you thinking and feeling?

I felt very resentful of Jacinta for not helping out, and with Fidelma for not recognising that Jacinta wasn't pulling her weight. I also felt embarrassed about quarrelling with her in front of patients and other staff.

What did you do?

I apologised to Mrs Flynn (the patient I had been about to turn) and asked another nurse to help me. I approached Jacinta to discuss what had happened, but she wouldn't talk about it.

What influenced your decision-making?

Mrs Flynn appeared upset, so I thought it was necessary to reassure her. I knew we were short-staffed so thought I had better find Jacinta and persuade her to help out on the unit.

What happened next?

Two other nurses who had seen what had happened told me they agreed with what I had said to Jacinta about not

pulling her weight, but pointed out that it was not the time or the place for an argument.

The next day when Fidelma was back on duty I told her about the row, what I had said and what had happened next. She said that she would deal with the matter with reference to the hospital's performance management and personal development planning schemes.

What was good and bad about the situation?

I got something off my chest, even though I didn't do it the right way. Then I began find out about other ways of dealing with similar situations.

What sense can you make of the situation?

There were a number of factors contributing to the situation, some of which were personal and some of which were due to difficulties in the hospital.

What else could you have done?

At a personal level, I could have been more direct with Jacinta about not pulling her weight or probing her about anything that might have been affecting her work.

How could you use the learning from the incident in your future practice?

I could find out more about self-management and management competencies.

Organising the Portfolio

This section contains suggestions for information and items you might like to store in your portfolio. As stated in Section 1, commercially produced portfolios for nurses and midwives are already available. These may not always fully apply to nursing and midwifery in Ireland and also may not suit your learning style. However, you can use forms from these portfolios or adapt them for your own use. You can also use the National Council's guidelines and sample record sheets in this section to devise your own record sheets in order to record specific and explicit information about yourself.

PERSONAL INFORMATION

What to record:

- Name as stated on birth certificate and An Bord Altranais registration certificate
- Home address
- Telephone numbers (home and mobile)
- Fax number
- E-mail addresses (home and work)
- An Bord Altranais PIN
- Divisions of Register (Irish and non-Irish) in which name is entered (see Note 1 below)
- Date of registration in division(s) of Register (Irish and non-Irish)

What to include with your record:

- Copy of tests or activities that have helped you to identify and understand your personal attributes

Note 1:

The Irish Register contains the following divisions (in alphabetical order): Registered Children's Nurse (RCN), Registered General Nurse (RGN), Registered Midwife (RM), Registered Nurse – Intellectual Disability (RNID), Registered Nurse Tutor (RNT), Registered Psychiatric Nurse (RPN) and Registered Public Health Nurse (RPHN).

You can update this page as necessary.

SAMPLE RECORD SHEET - PERSONAL INFORMATION

Name: _____

As per birth certificate/An Bord Altranais certificate of registration:

Usual form of name: _____ Ms/Miss/Ms/Mr/Dr: _____

Date of birth: _____

Home address: _____

Telephone number(s): _____

Home: _____ Mobile: _____ Fax number: _____

E-mail address(es): _____

An Bord Altranais PIN: _____

Date of registration in each division of register:

An Bord Altranais	Year of Registration	Other Registration Body	Other Registration Title
RCN	_____	_____	_____
RGN	_____	_____	_____
RM	_____	_____	_____
RNID	_____	_____	_____
RNT	_____	_____	_____
RPHN	_____	_____	_____
RPN	_____	_____	_____

This page can be photocopied in order to have clean record sheets for updating purposes.

GENERAL EDUCATION

This section should contain information about your second-level education and any non-nursing/midwifery courses or activities you have undertaken since completing your second-level education. Even if you did not complete a course, it is still worthwhile noting what you learned from it.

Stage

Second-level education

What to record:

Each second-level school/college attended in chronological order, including:

- Name of each school/college
- Address(es)
- Dates attended
- Name of State examinations taken (e.g., Intermediate Certificate, Junior Certificate, Leaving Certificate)
- Dates of State examinations
- Subjects taken and level (e.g., higher or ordinary level)
- Extracurricular activities participated in
- Meaningful achievements

What to include with your record:

- Copy of statements of State examination results
- Copy of other examination results
- Other meaningful records or items

Third-level and further education

This subsection encompasses certificate, diploma, degree and other non-nursing/midwifery courses you have undertaken, whether or not you completed them.

What to record:

Each non-nursing/midwifery qualification obtained or each course undertaken since completing second-level education in chronological order, including:

- Name of each organisation, college, institute of technology, former regional technical college, university or other course provider
- Name of each organisation, etc, awarding or validating the award if different from the above
- Address of each organisation, etc
- Dates attended
- Title of qualification obtained or any modules completed
- Subjects taken and level (if applicable)
- Credit points (if applicable)
- Extracurricular activities participated in
- Meaningful achievements

GENERAL EDUCATION (cont.)

What to include with your record:

- Copy of statements of examination results of courses undertaken
- Copy of transcripts of modules and results
- Other meaningful records or items
- Concise accounts of any critical learning incidents, etc, during these courses that may have affected your personal or professional development

Other activities

This subsection encompasses any other non-nursing/midwifery activities that do not fit in with the section above, but you feel have contributed to your personal and professional development. Such activities may include sports, hobbies, voluntary work, and club membership.

What to record:

Each non-nursing/midwifery activity undertaken since completing second-level education in chronological order, including:

- Name of each activity
- Dates of participation in each activity
- Name and contact details of any organisation with which you have been involved through this activity
- Key roles or functions
- Meaningful achievements

What to include with your record:

- Copy of certificates or other awards
- Concise accounts of any critical learning incidents, etc, while taking part in these activities that may have affected your personal or professional development

PROFESSIONAL NURSING/MIDWIFERY EDUCATION AND TRAINING

This section should contain information about any nursing/midwifery courses you have undertaken. Even if you did not complete a course, it is still worthwhile noting what you learned from it.

Registerable qualifications

This subsection is concerned with those qualifications (i.e., certificate, registration/diploma, registration/degree, registration/higher diploma, etc) and education/training programmes which have led to registration in any division of the register maintained by An Bord Altranais, i.e., Registered Children's Nurse (RCN), Registered General Nurse (RGN), Registered Midwife (RM), Registered Nurse – Intellectual Disability (RNID), Registered Nurse Tutor (RNT), Registered Psychiatric Nurse (RPN) and Registered Public Health Nurse (RPHN). If you undertook a pre-registration nursing/midwifery programme in another State you should include the name of that State's registration body and title of your qualification(s).

What to record:

Each qualification and education/training programme which has led to registration on the register maintained by An Bord Altranais (See Note 1) in chronological order of attainment, using the following headings:

- Title of qualification (e.g., certificate, registration/diploma, registration/degree or registration/higher diploma)
- Name of hospital-based school of nursing/midwifery and associated third-level education institution (if applicable) or third-level education institution-based school of nursing/midwifery where pre-registration programme was undertaken
- Commencement and completion dates of pre-registration programme
- Extracurricular activities participated in
- Meaningful achievements

What to include with your record:

- Copy of statements of examination results
- Copy of transcripts of modules (if applicable)
- Concise accounts of any critical learning incidents, etc, during these programmes that may have affected your personal and professional development

Other professional qualifications

This subsection encompasses professional nursing/midwifery courses leading to an award by a third-level education institution and undertaken following registration as a nurse/midwife. Such awards include primary/bachelor degrees in nursing/midwifery, postgraduate/higher/graduate diplomas in nursing/midwifery and postgraduate degrees (masters' or doctorates) in nursing/midwifery.

What to record:

Each qualification in chronological order of attainment using the following headings:

- Title of qualification
- Name of third-level education institution
- Commencement and completion dates of course
- Modules completed and grades
- Extracurricular activities participated in
- Meaningful achievements

PROFESSIONAL NURSING / MIDWIFERY EDUCATION AND TRAINING (cont.)

What to include with your record:

- Copy of statements of examination results (if applicable)
- Copy of transcripts of modules (if applicable)
- Concise accounts of any critical learning incidents, etc, that may have affected your personal and professional development
- Any other relevant documentation

Note 2:

At present there are no statutory requirements for recording qualifications other than those registerable qualifications referred to in Note 1. You may, however, choose to note qualifications that are recorded by overseas registration bodies such as the Nursing and Midwifery Council in the United Kingdom and relevant courses approved by An Bord Altranais.

Category 1 courses include in-service training/education, seminars, study days, conferences and refresher courses. These may be recorded with continuing professional development activities. Category 2 courses include specialist courses and exclude those courses leading to registration.

SAMPLE RECORD SHEET - REGISTERABLE NURSING/MIDWIFERY QUALIFICATIONS

Title of Qualification	Name of Hospital-based School of Nursing/Midwifery	Name of Third-Level Education Institution	Dates of Education/Training Programme

Extracurricular activities:

Meaningful achievements:

Tip: You could store copies of statements of examination results of courses undertaken with this page. You could also include a concise account of any critical learning incidents.

SAMPLE RECORD SHEET - OTHER PROFESSIONAL NURSING / MIDWIFERY QUALIFICATIONS

Title of Qualification	Name of Third-Level Education Institution	Dates of Education Programme	Modules	Grade

Extracurricular activities:

Meaningful achievements:

Tip: If this form does not meet your requirements you can adapt it by removing headings or adding headings from other documents.

EMPLOYMENT

This section should contain information about your employment since completing your second-level education. You could record your professional nursing/midwifery employment and your employment outside nursing/midwifery chronologically, but separately.

Professional nursing/midwifery posts held

This subsection is concerned with nursing/midwifery posts you have held since your initial registration as a nurse/midwife.

What to record:

Each nursing/midwifery post since initial registration as a nurse/midwife using the following headings:

- Title of post
- Employer/organisation
- Dates of employment
- Hours (i.e., full-/part-time)
- Location of post
- Specialised area/client group
- Main responsibilities/duties
- Knowledge and skills acquired for clinical practice, management and education (Kenworthy and Redfern 2004)
- Main achievements in the post
- Reasons for leaving
- Contact name(s)/referee(s)

What to include with your record:

- Copy of job description
- Concise accounts of any critical learning incidents, etc, that may have affected your personal and professional development

Employment outside nursing/midwifery

This subsection is concerned with posts you have held outside nursing/midwifery.

What to record:

- Title of post
- Employer/organisation
- Dates of employment
- Location of post
- Main responsibilities/duties
- Knowledge and skills acquired that may have contributed to your nursing/midwifery career development
- Main achievements in the post
- Reasons for leaving
- Contact name(s)/referee(s)

What to include with your record:

- Copy of job description (if relevant)
- Concise account of any critical learning incidents, etc, that may affected your personal and professional development

SAMPLE RECORD SHEET - EMPLOYMENT DETAILS: PROFESSIONAL NURSING/MIDWIFERY EMPLOYMENT

You should make several photocopies of these pages if you have held more than one nursing/midwifery post. If all relevant data will not fit into this pro forma, use a separate page.

Title of post: _____

Employer/organisation (name & address): _____

Dates post held:

From: _____ To: _____ Full-time Part-time Part-time hours: _____

Location of post: _____

Specialised area/client group: _____

Main responsibilities/duties: _____

Knowledge and skills acquired for clinical practice, management and education: _____

Main achievements in this post: _____

Reasons for leaving the post: _____

Tip: If you still have a copy of the job description and person specification for this post you can store it next to this entry in your portfolio.

SAMPLE RECORD SHEET - EMPLOYMENT OUTSIDE NURSING / MIDWIFERY

You should make several photocopies of these pages if you have held more than one nursing/midwifery post. If all relevant data will not fit into this pro forma, use a separate page.

Title of post: _____

Employer/organisation: _____

Dates of employment: _____

Location of post: _____

Specialised area/client group: _____

Main responsibilities/duties: _____

Knowledge and skills acquired that may have contributed to your nursing/midwifery career development: _____

Main achievements in this post: _____

Reasons for leaving the post: _____

Contact name(s)/referees: _____

Tip: If you still have a copy of the job description and person specification for this post you can store it next to this entry in your portfolio.

CONTINUING PROFESSIONAL DEVELOPMENT

Continuing professional development activities and evidence of participation in these are outlined in Section 4. This section of your portfolio should contain your own record of the activities you have taken part in and any supporting documentation.

Personal development plans and performance review

The information and headings in this subsection could be used for both personal development planning and performance review purposes.

What to record:

If you do not have a personal development planning or performance review form supplied by your hospital/employer, you can keep your own record by listing the following details:

- Employer
- Employer's/organisation's objectives
- Title of post
- Grade
- Date of personal development planning/performance review session
- Department's/team's objectives
- Key functions of the post
- Main responsibilities
- Achievements in this post
- Knowledge, skills and person qualities that have contributed to successes and achievements
- Knowledge, skills and personal qualities for development
- Resources and activities need to develop knowledge, skills and personal qualities
- Target date for development of identified knowledge and skills

What to include with your record:

- Copy of current job description and person specification
- Copy of employer's form (if different)
- Notes of meeting

What to include with your record:

- Copy of job description (if relevant)
- Concise account of any critical learning incidents, etc, that may affected your personal and professional development

Note 3:

Nurses and midwives can refer to the Office for Health Management's Personal Development Planning Guidelines and Workbook (April 2003) and Section 9 ("Matching Personal Development/Individual Needs with Organisation Needs") of Learning and Development Needs: Identification and Planning Toolkit. Resources for Creating a Learning and Development Plan (October, 2002).

CONTINUING PROFESSIONAL DEVELOPMENT

Clinical supervision record

What to record:

If you are engaged in clinical supervision, you can record sessions in chronological order using the following headings:

- Date of session
- Name of clinical supervisor
- Central issues addressed
- New learning from session
- Agreed action plan
- Date of next session

What to include with your record:

- Articles or reference list of articles concerned with clinical supervision or your area of practice

Study activity

What to record:

If you are not currently undertaking a formal programme of study but are interested in studying or reading about a particular topic or area of practice, you can keep a record of it using the following headings:

- Topic studied
- Approximate time spent on study activity
- Study methods (e.g., group activity, reading, internet search, etc)
- Aims of study activity (e.g., to implement change in practice, to meet targets of personal development plan, etc)
- Aims achieved

What to include with your record:

- List of documents studied, websites visited, contacts made, etc

Research, audit and project work

What to record:

Record involvement in research and project work in chronological order using the following headings:

- Title of research/audit/project
- Dates of research/audit/project
- Background to research/audit/project (e.g., change in clinical practice required, justification for new post, etc)
- Role in the research/audit/project
- Description of research/audit/project including team members, progress updates, outcomes

What to include with your record:

- List of documents studied, websites visited, contacts made, etc

CONTINUING PROFESSIONAL DEVELOPMENT

Documents

This subsection encompasses documents that you have contributed to in any way (i.e., care plans, policies, procedures, guidelines, service plans, audit reports, books, chapters, articles, etc)

What to record:

Record documents in chronological order using the following headings:

- Title and type of document
- Role in document (e.g., author, editor, contributor, etc)
- Publication details (if applicable)
- Distribution details (if applicable)
- Summary of content
- Implications for practice (if applicable)

What to include with your record:

- Copy of document (if brief)
- Abstract of document

Lectures, seminars, papers, and posters presented

What to record:

Record lectures and seminars delivered and papers and posters presented in chronological order using the following headings:

- Title
- Type of event
- Date
- Type and size of audience
- Venue
- Brief description of content
- Learning outcomes

What to include with your record:

- List of reference material, websites visited, contacts made
- Summary of feedback

In-service training

What to record:

Record in chronological order any in-service training activities you have attended (e.g., intravenous drug administration, manual handling, fire safety, etc) using the following headings:

- Title of in-service activity
- Type of activity
- Date
- Venue
- Brief description of content
- Learning outcomes

What to include with your record:

- Certificate of attendance
- Reference material
- Handouts

CONTINUING PROFESSIONAL DEVELOPMENT

Conferences and seminars attended

What to record:

Record in chronological order any conferences, seminars and similar events you have attended using the following headings:

- Title of conference or seminar
- Type of activity
- Date
- Venue
- Brief description of content
- Learning outcomes

What to include with your record:

- Certificate of attendance
- Reference material
- Handouts
- Contacts made and business cards

Membership of professional associations and organisations

What to record:

Record in chronological order membership of professional associations and organisations such as specialist groups or unions using the following headings:

- Name of association/organisation
- Address
- Dates of membership
- Membership number
- Brief description of activities of association/organisation
- Role in association/organisation
- Brief description of skills acquired and relevance to practice

What to include with your record:

- Fliers for events participated in
- Documents contributed to (if brief)
- Contacts made

CONSIDERATIONS FOR KEEPING AND DEVELOPING YOUR OWN PORTFOLIO

Using electronic/digital portfolios

You can store any of the above items, including scanned-in versions of documents, video, audio and interactive components.

Tips for designing record sheets

- Take time to think about the information you want to record
- Keep layouts simple and clear
- Split forms into sections with clear sub-headings
- Keep the sequence of sections and headings logical
- Look at other record sheets and formats for ideas
- Adapt record sheets in accordance with policy changes at national, regional or local levels.

SAMPLE RECORD SHEET - PROFESSIONAL DEVELOPMENT PLANNING/PERFORMANCE REVIEW

Nurses and midwives can refer to the Office for Health Management's *Personal Development Planning Guidelines and Workbook* (2003) for further guidance in personal development planning (PDP). You can review your past experience by completing the forms on education and employment and by using tools for reflecting on significant events and critical incidents.

Employer:

Employer's/organisation's objectives:

Title of post:

Grade:

Date of personal development planning/performance review session:

Department's/team's objectives:

Key functions of own post:

Main responsibilities:

Achievements in this post:

Knowledge, skills and personal qualities that have contributed to successes and achievements:

Resources and activities needed to develop knowledge, skills and personal qualities:

Target date for development of identified knowledge and skills:

You should make several photocopies of this page if you are likely to be involved in personal development and performance review on an on-going basis. If all relevant data will not fit into this pro forma, use a separate page.

SAMPLE RECORD SHEET - CLINICAL SUPERVISION RECORD

Date of session:

Name of clinical supervisor:

Central issues addressed:

New learning from session:

Agreed action plan:

Date of next session:

You should make several photocopies of this page if you are likely to be involved in clinical supervision on an on-going basis. If all relevant data will not fit into this pro forma, use a separate page.

Tip: You could store copies of articles or reference lists concerned with clinical supervision or your area of practice with this page.

SAMPLE RECORD SHEET - STUDY ACTIVITY

Topic studied:

Time spent on study:

Study methods:

Aims of study activity:

Aims achieved:

You should make several photocopies of this page if you are likely to be involved in study activity on an on-going basis. If all relevant data will not fit into this pro forma, use a separate page.

Tip: You could store copies of lists of documents studied, websites visited, contacts made, etc, with this page.

SAMPLE RECORD SHEET - RESEARCH, AUDIT AND PROJECT WORK

Title of research/audit/project:

Dates of research/audit/project:

Background to research/audit/project:

Role in research/audit/project:

Description of research/audit/project:

You should make several photocopies of this page if you are likely to be involved in research, audit and project work on an on-going basis. If all relevant data will not fit into this pro forma, use a separate page.

SAMPLE RECORD SHEET - DOCUMENTS

Record any documents with which you have been involved (i.e., written, co-written, edited, co-edited or contributed to) on this page.

Title and type of document:

Role in document:

Publication details:

Distribution details:

Summary of content:

Implications for practice:

You should make several photocopies of this page if you have been or are likely to be involved in providing or contributing to documents on an on-going basis. If all relevant data will not fit into this pro forma, use a separate page.

Tip: You could store copies or abstracts of your documents with this page.

SAMPLE RECORD SHEET - LECTURES, SEMINARS, PAPERS AND POSTERS

Record any lectures or seminars delivered and papers or posters presented with which you have been involved (i.e., written, co-written, presented or co-presented or contributed to) on this page.

Title:

Type of event:

Date:

Type and size of audience:

Venue:

Brief description of content:

Learning outcomes:

You should make several photocopies of this page if you have been or are likely to be involved this sort of work on an on-going basis. If all relevant data will not fit into this pro forma, use a separate page.

Tip: You could store lists of reference material, websites visited and contacts made with this page.

SAMPLE RECORD SHEET - IN-SERVICE TRAINING

Record in chronological order any in-service training activities you have attended (e.g., intravenous drug administration, manual handling, fire safety, etc) on this page.

Title of in-service training activity:

Type of activity:

Date:

Venue:

Brief description of content:

Learning outcomes:

You should make several photocopies of this page if you have been or are likely to be involved in-service training on an on-going basis. If all relevant data will not fit into this pro forma, use a separate page.

Tip: You could store copies of any certificates of attendance, reference material and handouts issued with this page.

SAMPLE RECORD SHEET - CONFERENCES AND SEMINARS

Record in chronological order any conferences, seminars and similar events you have attended on this page.

Title of conference or seminar:

Type of activity:

Date:

Venue:

Brief description of content:

Learning outcomes:

You should make several photocopies of this page if you have attended or are likely to attend conferences or seminars on an on-going basis. If all relevant data will not fit into this pro forma, use a separate page.

Tip: You could store copies of programmes, any certificates of attendance issued and lists of contacts made with this page.

SAMPLE RECORD SHEET - MEMBERSHIP OF PROFESSIONAL ASSOCIATIONS AND ORGANISATIONS

Record membership of professional associations and organisations such as specialist groups or unions and your role on this page.

Name of association and organisation:

Address:

Dates of membership:

Membership number:

Brief description of activities of association or organisation:

Role in association or organisation:

Brief description of skills acquired and relevance to practice:

You should make several photocopies of this page if you have been or are likely to be a member of more than one professional association. If all relevant data will not fit into this pro forma, use a separate page.

Tip: You could store copies of programmes, any certificates of attendance issued, documents contributed to and list of contacts made with this page.

GUIDELINES FOR AN ADVANCED NURSE PRACTITIONER/ADVANCED MIDWIFE PRACTITIONER CANDIDATE PORTFOLIO

These guidelines have been included in the revised edition of the *Guidelines for Portfolio Development* to assist individual nurses and midwives who are applying to the National Council for accreditation as an advanced nurse or midwife practitioner (ANP/AMP).

Personal details

Refer to PERSONAL INFORMATION and the *Personal Information* pro forma on **page 18**.

Suggested headings to be used include:

- Name
- Date of birth
- Home address
- Telephone number(s)
- E-mail address(es)

Detailed employment history

Refer to EMPLOYMENT and the *Professional Nursing/Midwifery Employment* and *Employment Outside Nursing/Midwifery pro formas* on **pages 26** and **27** respectively.

Suggested headings to be used include:

Each qualification in chronological order of attainment using the following headings:

- Title of post
- Employer/organisation
- Dates of employment
- Hours
- Main responsibilities/duties
- Contact name(s)/referee(s)

Tip: Use one page for each post held. Include only those non-nursing/midwifery posts that have contributed to your development as an advanced practitioner.

Details of registerable qualifications

Refer to PERSONAL INFORMATION, the *Personal Information* pro forma, PROFESSIONAL NURSING/MIDWIFERY EDUCATION AND TRAINING and the *Registerable Nursing/Midwifery Qualifications* pro forma on **pages 18** and **23** respectively.

Suggested headings to be used and information to be given include:

- An Bord Altranais PIN
- Name of division(s) in which you are registered
- Date of registration in each division of the register
- Name of registration body outside the Republic of Ireland, where applicable
- Evidence of current registration with An Bord Altranais

Details of education undertaken

Refer to GENERAL EDUCATION on **pages 19** and **20**.

Suggested headings to be used and information to be given include:

Second-level school(s)/college(s)

- Name and address of second-level school/college
- Dates attended
- Name of State examinations taken
- Date of State examinations taken

Tip: You are not required to record results or to include copies of second-level education certificates in an ANP/AMP candidate portfolio.

(cont.)

GUIDELINES FOR AN ADVANCED NURSE PRACTITIONER/ADVANCED MIDWIFE PRACTITIONER CANDIDATE PORTFOLIO (cont.)

Details of education undertaken (cont.)

Third-level college(s) (non-nursing/midwifery courses)

Suggested headings to be used and information to be given include:

- Name of institution where course(s) undertaken
- Address of institution
- Dates attended
- Title of qualification obtained or any modules completed

Tip: You are required to include documentary evidence of your participation in and completion of these courses in an ANP/AMP candidate portfolio (i.e., original certificates, original transcripts, etc).

Tip: Reviewing these courses or modules may help you to identify competencies you have developed that relate to the ANP/AMP post for which you are applying.

Details of continuing professional development

Refer to PROFESSIONAL NURSING/MIDWIFERY EDUCATION AND TRAINING (Other professional qualifications) and the *Other Professional Nursing/Midwifery Qualifications* pro forma on **pages 21** and **24** respectively.

Third-level college(s) (nursing/midwifery, health and/or management courses, etc).

- Name of institution where course(s) undertaken
- Address of institution
- Dates attended
- Title of qualification obtained or of any modules completed with grades indicated
- Relevant extracurricular activities participated in
- Meaningful achievements

Tip: You are required to include documentary evidence of your participation in and completion of these courses in an ANP/AMP candidate portfolio (i.e., original certificates, original transcripts, etc).

Other continuing professional development activities referred to in this document include clinical supervision, study activities, research, audit, project work, care plans, policies, procedures, guidelines, service plans, publications, presentations, in-service training, conferences, etc. Refer to CONTINUING PROFESSIONAL DEVELOPMENT and the various continuing professional development pro formas on **pages 28** to **32** for suggested headings.

Tip: Reviewing these continuing professional development activities may help you to identify competencies you have developed that relate to the ANP/AMP post for which you are applying.

Details of research activities

Refer to CONTINUING PROFESSIONAL DEVELOPMENT (Research, audit and project work) and the *Research, Audit and Project Work* pro forma on **pages 29** and **35** respectively.

Suggested headings to be used and information to be given include:

- Title of research project
- Dates of research project
- Background to research project
- Role in research project
- Description of research project including team members, progress updates, outcomes

(cont.)

GUIDELINES FOR AN ADVANCED NURSE PRACTITIONER/ADVANCED MIDWIFE PRACTITIONER CANDIDATE PORTFOLIO (cont.)

Details of involvement in the provision and delivery of educational activities

This section should demonstrate the ANP/AMP candidate's involvement in the provision/delivery of educational activities and may include:

- clinical supervision provided to others
- lectures, seminars and papers presented
- in-service training given

Suggested headings to be used and information to be given include:

- Title of educational activity
- Format of educational activity
- Dates of provision/delivery of educational activity
- Grades of staff for/to whom educational activity is/was provided/delivered

Details of professional activities

This section should demonstrate the ANP/AMP candidate's involvement in any other professional activity not already covered by the above, e.g., membership of professional associations and organisations. Refer to CONTINUING PROFESSIONAL DEVELOPMENT (Membership of professional associations and organisations) and the *Membership of Professional Associations and Organisations* pro forma on pages 31 and 40 respectively.

Suggested headings to be used and information to be given include:

- Name of association/organisation
- Address
- Dates of membership
- Role in association/organisation

Details of any clinical and other skills/competencies development outside formal education programmes with verification of nature, duration and supervision

This information may already have been covered in the above sections. The ANP/AMP candidate may either copy the relevant information or refer the reader back to the appropriate sections. Where this information has not already been covered, the suggested suggested headings to be used and information to be given include:

- Skills/competencies developed
- Dates skills/competencies developed
- Total number of hours for development of skills
- Location where skills developed
- Name of supervisor(s)
- Supervisor's/supervisors' contact details

MAKING THE ANP/AMP PORTFOLIO READER-FRIENDLY

You can make your portfolio reader-friendly by:

- numbering the pages
- including a contents page
- including a cross-reference page to avoid repetition
- including the completed Competency Attainment for ANP/AMP Role Template in the *Framework for the Establishment of Advanced Nurse Practitioner and Advanced Midwife Practitioner Posts* (National Council 2004a, p40)
- including a list of abbreviations and a glossary of terms used
- including a reference list
- using appendices for supporting information
- using clear headings and sub-headings
- using pro formas such as those included in this document
- using terms, fonts and a format that computer programmes can read and print
- checking spellings, grammar, punctuation and consistency of lay-out and formatting.

NB Check other requirements for accreditation in the *Framework for the Establishment of Advanced Nurse Practitioner and Advanced Midwife Practitioner Posts* (2nd edition 2004a, pages 39-41).

Information and Sources

Glossary

Access	The process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required (<i>Qualifications (Education and Training) Act, 1999</i>).
Accreditation	The process of giving formal recognition or validation to skills, knowledge, experience or competence (Hull and Redfern 1996).
Accreditation of prior learning (APL)	The recognition of previous learning (certified and/or uncertified) and the award of credits which count toward further studies or may be considered as an alternative to or equivalent to certified entry requirements to particular courses.
Accreditation of prior experiential learning (APEL)	The recognition of previous experience which the nurse/midwife is able to demonstrate has met specific learning outcomes relevant to a certified course of study.
Accumulation of Credits and Certification of Subjects (ACCS)	A scheme whereby courses or constituent subjects of courses may be offered on a single-subject basis. Subject certificates are awarded to successful participants and credits are accumulated towards a full award.
Credit Accumulation and Transfer	The process of accumulating credits towards an award, as well as transferring accumulated credits across courses and higher education institutions (Hull, Redfern and Shuttleworth 2005). The CAT Scheme (CATS) was established in the United Kingdom based on the principle that appropriate learning should be given academic credit wherever it occurs, provided that it can be assessed (Hull and Redfern 1996).
Competence	<p>The ability of the registered nurse or midwife to practise safely and effectively fulfilling his/her professional responsibility within his/her scope of practice (An Bord Altranais 2005).</p> <p>Competence is the effective and creative demonstration and deployment of knowledge and skill in human situations. Such situations could comprise general social and civic ones, as well as specific occupational ones. Competence draws on attitudes, emotions, values and sense of self-efficacy of the learner, as well as on declarative and procedural knowledge (<i>National Qualifications Authority of Ireland Glossary</i>).</p>
Further education	Education and training which occurs between second- and third-level. This includes programmes such as post-Leaving Certificate courses, second-chance education such as the Vocational Training Opportunities Scheme for the unemployed, Adult Literacy and Basic Education, and self-funded adult education programmes (Department of Education and Science 2000).
Higher education	Courses offered in recognised higher education institutions (HEIs) (but usually excluding post-Leaving Certificate courses) and which normally demand a minimum entry requirement of a Leaving Certificate with at least grade D in five subjects (almost all colleges admit some mature students who may not have reached these required educational credentials). There are four groups of HEIs, namely universities, institutes of technology, colleges of education and other colleges (Higher Education Authority 2005).

Personal development planning (PDP)	A continuous development process that enables people to make the best use of their skills and helps advance both the individual's plans and the strategic goals of the organisation (Office for Health Management 2003).
Profile	Selected contents from the total portfolio (Jasper 2001); a public version of the portfolio that can be offered at interview to support an application or submitted to professional bodies as proof of continuing professional development (Pearse 2003).
Progression	The process by which learners may transfer from one programme of education and training to another programme, where each programme is of a higher level than the preceding programme (<i>Qualifications (Education and Training) Act, 1999</i>).
Recognition of prior learning (RPL)	A process by which prior learning is given a value, formally identified, assessed and acknowledged (National Qualifications Authority of Ireland 2005).
Third-level education	The third-level education sector in Ireland offers a wide range of opportunities from post-secondary courses, to vocational and technical training, to full degree and the highest post-graduate levels. It is broad in scope and encompasses the university sector, the technological sector, the colleges of education and private, independent colleges. The institutions which fall within the first three groupings are autonomous and self-governing, but substantially state-funded (www.educationireland.ie).
Transfer	The process by which learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill or competence acquired (<i>Qualifications (Education and Training) Act, 1999</i>).

References

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Information Sources: Statutory Bodies, Institutions and Organisations

Nursing and Midwifery Statutory Bodies

National Council for the Professional Development of Nursing and Midwifery

6-7 Manor Street Business Park
Manor Street
Dublin 7

T: (01) 8825300
F: (01) 8680366
E: admin@ncnm.ie
W: www.ncnm.ie

An Bord Altranais

31-32 Fitzwilliam Square
Dublin 2

T: (01) 6398500
E: admin@nursingboard.ie
W: www.nursingboard.ie

Centres of Nurse Education and Nursing and Midwifery Planning and Development Units

HSE (Dublin/Mid-Leinster)

CsNE Midland Regional Hospital, Arden Road, Tullamore, Co Offaly
T: (0506) 58752
F: (0506) 58757
E: secretary@cne@mailq.hse.ie

St James's Hospital, James's St, Dublin 8
T: (01) 4162200/01
F: (01) 4103424
W: www.stjames.ie

St Vincent's University Hospital, Elm Park, Dublin 4
T: (01) 2094873
F: (01) 2094039
W: www.stvincents.ie

Adelaide & Meath Hospital incorporating the National Children's Hospital (AMNCH)
Tallaght, Dublin 24
T: (01) 4142858
F: (01) 4144733
W: www.amnch.ie

NMPDUs Unit 4, Central Business Park, Clonminch, Portlaoise Rd, Tullamore, Co Offaly
T: 0506 57866
F: 0506 57871
E: maryn.redmond@mailq.hse.ie
W: www.mhb.ie

Mill Lane, Palmerstown, Dublin 20
T: (01) 6201600 (extn 7)
F: (01) 6201625
E: Denise.Dunne@mailf.hse.ie
W: www.erha.ie

HSE (Dublin/North-East)

CsNE St Brigid's Complex, NEHB, Ardee, Co Louth
T: (047) 77402; (041) 6850679
F: (047) 77028

St Ita's Hospital, Portrane, Co Dublin
T: (01) 8436337 (extn 2426)
F: (01) 8436639

Connolly Hospital, Blanchardstown, Dublin 15
T: (01) 6465459
F: (01) 8226474

Beaumont Hospital, Beaumont, Dublin 9
T: (01) 8092131
W: www.beaumont.ie

Mater Misericordiae University Hospital, Eccles St, Dublin 1
T: (01) 8032389
F: (01) 8034006
W: www.mater.ie

NMPDUs St Brigid's Hospital, Kells Road, Ardee, Co Louth
T: (041) 6853206
F: (041) 6853460
E: bridie.mooney@maile.hse.ie
W: www.nehb.ie

Mill Lane, Palmerstown, Dublin 20
T: (01) 6201600 (extn 7)
F: (01) 6201625
E: Denise.Dunne@mailf.hse.ie
W: www.erha.ie

HSE (South)

CsNE Waterford Regional Hospital, Dunmore Rd, Waterford
T: (051) 842065
F: (051) 848561

Bon Secours Hospital, College Rd, Cork
T: (021) 4801738/4
F: (021) 4801661
W: www.bonsecoursireland.org/

Tralee General Hospital, Tralee, Co Kerry
T: (066) 7184440
F: (066) 7120627

Cork University Hospital, Wilton, Cork
T: (021) 4922141
F: (021) 4922821

Mercy University Hospital, Grenville Place, Cork
T: (021) 4271971
F: (021) 4275003
W: www.muh.ie

Cont.

HSE (South) (cont.)

NMPDUs Office Complex, Kilcreene Hospital, Kilkenny

T: (056) 7785629
F: (056) 7785549
E: joan.phelan@maila.hse.ie
W: www.sehb.ie

Unit 8A, South Ring Business Park
Kinsale Road, Cork
T: (021) 4927460
E: nmpdu@mailp.hse.ie
W: www.shb.ie

HSE (West)

CsNE Mid-Western Regional Hospital, Dooradoyle, Limerick

T: (061) 482184/482336
F: (061) 482968

Sligo General Hospital, The Mall, Sligo

T: (071) 74550
F: (071) 74650
E: slcnme@mailb.hse.ie

Letterkenny General/St Conal's Hospitals Campus, Letterkenny, Co Donegal

T: (074) 9188851
F: (074) 9129442
E: anne.flood@mailb.hse.ie

University College Hospital Galway, Newcastle Road, Galway

T: (091) 544362
F: (091) 525254

St Mary's Hospital, Castlebar, Co Mayo

T: (087) 6479996

NMPDUs 2nd floor, HSE (Mid-Western Area) Head Office, 31-33 Catherine Street, Limerick

T: (061) 483552
F: (061) 483250
E: nmpdumw@mailh.hse.ie
W: www.mwhb.ie

Iona House, Main Street, Ballyshannon, Co Donegal

T: (071) 9822106
F: (071) 9822108
E: jim.brown@mailb.hse.ie
W: www.nwhb.ie/nmpdu

Merlin Park Hospital, Galway

T: (091) 775840/1
F: (091) 775817
E: nmpdu@mailn.hse.ie
W: www.whb.ie

Other Nursing/Midwifery Organisations

Institute of Community Health Nursing
Royal City of Dublin Hospital
18 Upper Baggot Street
Dublin 4

T: (01) 6602689
F: (01) 6602172
E: admin@ichn.ie
W: www.ichn.ie

Health Policy

Department of Health and Children
Hawkins House
Hawkins Street
Dublin 2

T: 01 6354000
LoCall: 1890 200311
W: www.dohc.ie; www.healthreform.ie

Health Management

Health Service Executive

Oak House
Limetree Avenue
Millennium Park
Naas, Co Kildare

T: (045) 880400
F: (1890) 200893
E: info@hse.ie
W: www.hse.ie

Health Service Executive (Employers' Agency)

63-64 Adelaide Road
Dublin 2

T: (01) 6626966
E: info@hsea.ie
W: www.hsea.ie

Health Service Executive (National Hospitals Office)/Comhairle

Corrigan House
Fenian St
Dublin 2

T: (01) 6763474
E: info@comh-n-osp.ie
W: www.comh-n-osp.ie/indexo.html

Health Service Executive (Project Management Unit)

D E Williams House
Patrick Street
Tullamore
Co Offaly

T: (0506) 57600
E: info@hebe.ie
W: www.hebe.ie

Office for Health Management

W: www.tohm.ie

Education

Department of Education and Science

Marlborough Street
Dublin 1

T: (01) 8734700
W: www.irlgov.ie/educ

Further Education and Training Awards Council (FETAC)

East Point Plaza
East Point Business Park
Dublin 3

T: (01) 8659500

Higher Education and Training Awards Council (HETAC)

26-27 Denzille Lane
Dublin 2

T: (01) 6314567
E: info@hetac.ie
W: www.hetac.ie

Higher Education Authority

Marine House
Clanwilliam Court
Dublin 2

T: (01) 6612748
LoCall: 1890 200637
E: info@hea.ie
W: www.heia.ie

National Qualifications Authority of Ireland

5th Floor, Jervis House
Jervis Street
Dublin 1

T: (01) 8871500
E: info@nqai.ie
W: www.nqai.ie

Universities

Dublin City University*

Glasnevin
Dublin 9

T: (01) 7005000
W: www.dcu.ie

National University of Ireland

49 Merrion Square
Dublin 2

T: (01) 4392424
F: (01) 4392466
E: registrar@nui.ie
W: www.nui.ie

National University of Ireland, Maynooth

Maynooth
Co Kildare

T: (01) 7086000
W: www.nuim.ie

The Open University in Ireland (Belfast)

Regional Centre
40 University Road
Belfast BT7 1SU

T: (048) 9024 5025

The Open University in Ireland (Dublin)

Dublin Enquiry & Advice Centre
Holbrook House
Hollis Street
Dublin 2

T: (01) 6785399
W: www.open.ac.uk/ireland

Queen's University, Belfast*

Belfast BT7 1NN

T: (048) 9024 5133
W: www.qub.ac.uk

University College, Cork*

National University of Ireland, Cork

T: 021 4903000
W: www.ucc.ie

University College, Dublin*

National University of Ireland, Dublin
Belfield
Dublin 4

T: (01) 7167777
W: www.ucd.ie

University of Dublin*

Trinity College

Dublin 2

T: (01) 6081000
W: www.tcd.ie

University of Limerick*

Limerick

T: (061) 202700
W: www.ul.ie

University of Ulster*

Administrative Headquarters
Cromore Road
Coleraine
Co Derry
BT52 1SA

T: (048) 70344141
W: www.ulst.ac.uk

Institutes of Technology

Athlone Institute of Technology*

Dublin Road
Athlone
Co Westmeath

T: (090) 6424400
E: info@ait.ie
W: www.ait.ie

Cork Institute of Technology

Rossa Avenue
Bishopstown
Cork

T: (021) 4326100
W: www.cit.ie

Dublin Institute of Technology

Fitzwilliam House
30 Upper Pembroke Street
Dublin 2

T: (01) 4023000
W: www.dit.ie

Dundalk Institute of Technology*

Dublin Road
Dundalk
Co Louth

T: (042) 9370200
E: reception@dkit.ie
W: www.dkit.ie

Galway-Mayo Institute of Technology

Galway Campus
Dublin Road
Galway

T: (091) 753161
E: info@gmit.ie
W: www.gmit.ie

*Castlebar Campus**
Westport Road
Co Mayo

T: (094) 25700

Letterfrack Campus
Letterfrack
Co Galway

T: (095) 41660

Cluain Mhuire Campus
Monivea Road
Galway

T: (091) 770661

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Blanchardstown Road North
Blanchardstown
Dublin 15

T: (01) 8851000
W: www.itb.ie

Institute of Technology, Carlow

Kilkenny Road
Carlow

T: (059) 9170400
E: info@itcarlow.ie
W: www.itcarlow.ie

Institute of Technology, Sligo

Ballinode
Sligo

T: (071) 9155222
W: www.itsligo.ie

Institute of Technology, Tallaght

Dublin 24

T: (01) 4042000
W: www.it-tallaght.ie

Institute of Technology, Tralee*

Co Kerry

T: (066) 7145600
E: info@ittralee.ie
W: www.ittralee.ie

Letterkenny Institute of Technology*

Port Road
Letterkenny
Co Donegal

T: (074) 9186000
E: information@lyit.ie
W: www.lyit.ie

Limerick Institute of Technology

Moylish Park
Limerick

T: (061) 208208
E: information@lit.ie
W: www.lit.ie

Waterford Institute of Technology*

Cork Road
Waterford

T: (051) 302000
W: www.wit.ie

Other Third-Level Institutions

St Angela's College*

Lough Gill
Sligo

T: (071) 9142051
E: admin@stacs.edu.ie
W: www.stacs.edu.ie

Institute of Public Administration

57-61 Lansdowne Road
Ballsbridge
Dublin 4

T: (01) 2403600
LoCall: 1890 202626

Irish Management Institute

National Management Centre
Sandyford Road
Dublin 16

T: (01) 2078400
E: reception@imi.ie
W: www.imi.ie

National College of Ireland

Mayor Street
IFSC
Dublin 1

T: (01) 4498500
E: info@ncirl.ie
W: www.ncirl.ie

Royal College of Surgeons in Ireland*

123 St Stephen's Green
Dublin 2

T: (01) 4022100
E: info@rcsi.ie
W: www.rcsi.ie

* indicates locations of schools/departments of nursing/midwifery.

Employment and Industrial Relations

Labour Relations Commission

Tom Johnson House
Haddington Road
Dublin 4

T: (01) 6136700
LoCall: 1890 220227
E: info@lrc.ie
W: www.lrc.ie

Impact (Irish Municipal, Public & Civil Trade Union)

Nerney's Court
Dublin 1

T: (01) 8171500/1/2
E: rnolan@impact.ie
W: www.impact.ie

Irish Business & Employers Confederation (IBEC)

Confederation House
84-86 Lower Baggot Street
Dublin 2

T: (01) 6051500
W: www.ibec.ie

Irish Nurses' Organisation

The Whitworth Building
North Brunswick St
Dublin 7

T: (01) 6760137
E: ino@ino.ie
www.ino.ie

Psychiatric Nurses' Association

2 Gardiner Place
Dublin 1

T: (01) 8746793
W: www.pna.ie

SIPTU (Services, Industrial, Professional & Technical Union)

Liberty Hall
Dublin 1

T: (01) 8586300
W: www.siptu.ie

Human Resources

Personnel, Payroll and Related Systems

PPARS Project Office
3rd Floor
JFK House
John F. Kennedy Parade
Sligo

T: 071 9835800
E: enquiries@ppars.ie
W: www.ppars.ie

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Portfolios for Nurses & Midwives

Continuing Professional
Development

Information and So



National Council for the
Professional Development
of Nursing and Midwifery

An Chomhairle Náisiúnta d'Fhorbairt
Ghairmiúil an Altranais agus
an Chmáimhseachais

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