

A REVIEW OF  
**Delegation  
in Practice**

Enabling People  
to Live Well  
'Closer to Home'

**ANNEX  
7**

**Scoping Delegation in Nursing  
Education Programmes**





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The overarching report: [A Review of Delegation in Practice: Enabling People to Live Well 'Closer to Home'](#), incorporates learning from a number of Annex reports incorporated within the document. This document is Annex 7 and provides an overview of **Delegation in Nursing Education Programmes**.

## 1.0 Higher Education Institutions

Higher Education Institutions (HEI); Queens University Belfast (QUB), Ulster University (UU) and Open University (OU) provide nursing education programmes. The topic of delegation is included as part of their curriculum within undergraduate and post graduate study across all fields of nursing practice, as outlined in table 1.

### 1.1 Queens University Belfast Undergraduate Programmes

QUB undergraduate nursing programmes provide teaching and assessment of delegation, integrated across a number of modules from year one to year three, with an emphasis on adhering to the NMC Code (2018)<sup>1</sup> and the Deciding to *Delegation Framework* NIPEC (2019)<sup>2</sup> being included in many modules as a guiding tool.

Specific examples, include; the **Developing Leadership and Professionalism** module, where delegation is examined within the context of clinical workload and accountability. **Interprofessional Working** with Children's nursing students and fourth year medical students cover the teaching and assessment of clinical competencies as well as teamwork, one of the learning objectives is delegation decision-making skills, with a feedback tool for timely appropriateness in order to provide safe and effective care. Within **Complex Care** module delegation is covered during Tracheostomy care and Palliative care in the community setting. In **Supporting Infants, Children, Young People and Their Families with Effective Transitions Across Services** delegation is incorporated within non-technical skills decision making and situational awareness, linked to hospital and community services. This includes hospital to home, complex needs, voice of the parent and child journey.

In year three, **Developing Leadership and Professionalism** core module for all fields of nursing. style; delegation and accountability; prioritisation of patient care; legal

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<sup>1</sup> Nursing and Midwifery Council [NMC] (2018) *The Code: professional standards of practice and behaviour for nurses, midwives and nursing associates*. London

<sup>2</sup> Northern Ireland Practice & Education Council for Nursing and Midwifery (2019) *Deciding to delegate: A Decision Support Framework for Nursing and Midwifery*. Belfast: NIPEC



principles; managing teams; resolving conflict in teams. Students will demonstrate positive knowledge, skills, attitudes and values in leading and managing care in a diverse health and social care system. This will be achieved through the following themes:

- **Leadership and management:** review of theories and identification of own leadership style; delegation and accountability; prioritisation of patient care; legal principles; managing teams; resolving conflict in teams.
- **Principles of supervision and assessment in practice:** roles of supervisors and assessors for pre-registration students in practice; supporting learning in practice; giving constructive feedback; courageous conversations.
- **Professional values:** e-professionalism, transition from student to registered nurse, professional and legal accountability; understanding of health care law, application of ethical theories and principles to professional issues including the Code.

## 1.2 Queens University Belfast Postgraduate Programmes

Again, delegation is a core element integrated across postgraduate nursing education at QUB, with an emphasis on adhering to the NMC Code (2018). It is frequently supported by the *Delegation Decision Framework* NIPEC (2019), which is included in many modules as a guiding tool. Delegation is examined in relation to prioritising patient care, practicing effectively, preserving safety, and upholding professionalism, with practical applications tailored to specific nursing and healthcare contexts.

Specific examples, include the **Orthopaedic and Fracture Trauma Nursing** short course, delegation is discussed in managing fracture trauma patients, specifically linking delegation practices to safety and rehabilitation. Modules such as **Enhancing Inter-professional Practice** incorporate delegation in the context of multi-disciplinary teamwork, preparing students to apply leadership and communication skills effectively. Specialised courses, such as those on **Intensive Care Nursing and Haematology**, integrate delegation into clinical competency workbooks and frameworks like the Northern Ireland Cancer Network (NICaN) SACT competence framework. These modules ensure students understand who can safely administer or check chemotherapy and other complex procedures.

In Midwifery **Examination of the Newborn**, delegation is addressed through the legal and professional requirements for newborn examinations, emphasising that tasks must only be assigned to qualified professionals who meet specific standards. Similarly, in **Palliative Care for Children and Families**, delegation is linked to ensuring care remains within the practitioner's scope of practice.

These examples illustrate how delegation is interwoven into theoretical and practical learning. Across all modules, clinical placements, simulation exercises, and assessment tools, including OSCEs, reinforce the application of safe delegation,



preparing postgraduates to manage the complexities of modern healthcare environments.

### 1.3 Ulster University Undergraduate Programmes

UU undergraduate nursing programmes provide teaching and assessment of delegation integrated across a number of modules from year two, with an emphasis on adhering to the NMC Code (2018) and the **Deciding to Delegate Framework** NIPEC (2019) and is included in many modules as a guiding tool in Appendix 1. There is no explicit reference to delegation in year one.

In year two, adult field of nursing, delegation is included in the content on **Authentic and Challenging Human Factors**. In mental health there is no specific reference to delegation in any of the modules.

However, in year three, delegation is included within **Management and Compassionate Leadership of Organisational Cultures of Care in Diverse Situations**. In eNIPAD, proficiency:

- **5.5** Safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, *delegation* and assignment of care responsibilities to others involved in providing care.

### 1.4 Ulster University Postgraduate Programmes

Again, delegation is a core element integrated across postgraduate nursing education at UU with an emphasis on adhering to the NMC Code (2018). It is frequently supported by the *Deciding to Delegate Framework*, NIPEC (2019), which is included in many modules as a guiding tool. Consensus across the postgraduate team, is that it is a topic that is not taught as a single entity, but is taught in the related issues of nursing practice and what it is that drives high quality care, getting the students to reflect on challenges that they identify from either their own personal practice or the practice within their units.

Specific programme examples, include; **Community Specialist Nursing Leadership and Management Strand 1 & Specialist Nursing Leadership and Management Strand 2**:

- Effective resource management use of technology, data collection and professional judgement; caseload management, team capacity and capability: skill mix; delegation; person safety; analysis of workload to prioritise needs.
- Lead, manage and review resources to meet caseload requirements; succession planning, supporting, and managing talent.

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- Professional risk-based decisions and cogent arguments to justify decision making; performance management and use of systems to measure quality productivity and cost effectiveness of interagency and interdisciplinary teams.
  - Overall responsibility of budget management for effective use of resources.

The integration of delegation in **Emergency Care** taught modules, whilst the delegation framework is not taught specifically utilised within this module, students have access and are encouraged to access the NIPEC website and refer to policy and frameworks within their assessments and portfolios.

In **Advanced Nursing Practice programmes**, in particular students work autonomously at a higher level of practice, assessing, diagnosing, prescribing for, and referring their patients to medical colleagues. Their Clinical Practice Supervisors (CPS) are encouraged to have awareness of the professional, legislative, and regulatory requirements which state that staff will show accountability for deeming the delegate competent at the point of decision making.

The nursing students are assessed regarding areas of delegation in practice within their portfolios in that, their specific competencies read:

- **1.3** Students will use clinical judgement in managing complex and unpredictable care events, drawing upon an appropriate range of inter-agency and professional resources in his/her practice.
- **1.4** Demonstrate ability to manage and negotiate person-centred health related/care needs for patients and their families.
- **2.1** Develop and sustain partnerships and networks to influence and improve healthcare outcomes and healthcare delivery.
- **3.2** Educate, supervise, or mentor nursing colleagues and others in the healthcare team.

Delegation is also included within the **V300** and **V150** prescribing programmes in relation to the following Royal Pharmaceutical Society (RPS) competencies<sup>3</sup>.

- **4.14.** Effectively and securely communicates information to other healthcare professionals involved in the patient's care, when sharing or transferring care and prescribing responsibilities, within and across all care settings.
- **7.3.** Identifies and minimises potential risks associated with prescribing via remote methods (includes communication via a third party).
- **8.2.** Accepts personal responsibility and accountability for prescribing (Prescribing decisions include when prescribing under a shared

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<sup>3</sup> Royal Pharmaceutical Society (RPS) (2021) A Competency Framework for all Prescribers. UK

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- care protocol/agreement) and clinical decisions and understands the legal and ethical implications.
  - **10.1** Works collaboratively as part of a multidisciplinary team to ensure that the transfer and continuity of care (within and across all care settings) is developed and not compromised.
  - **10.4.** Provides support and advice to other prescribers or those involved in administration of medicines where appropriate.

In **Transforming Practice Through Person-centred Collective Leadership** delegation is integrated in week one, **Leadership Models Introduction** and week three, **The Person-centred Practice Framework**: Exploring the macro context of the NIPEC Delegation microsite is listed in the handbook as a useful website<sup>4</sup>.

**Providing and Evaluating Evidence Based Community Nursing Strand 1 and Strand 2** nursing students are asked to critically assess and proportionately mitigate risks to person-centred care delivery through skills of delegation, negotiation, influence and escalating as appropriate.

In **Specialist Nursing programmes** delegation is also required for NMC Standards 2022 Specialist Nursing Platform Outcome for community and hospital-based practitioners.

- **4.3.** Agree and negotiate with the person and where necessary their family, carer or nominated person, the implications of delegation of any aspect of their care to an alternative person.

Assessment within this module includes delegation and evidence of knowledge and ability in delegation is required within the Practice Assessment Document.

In Specialist Practice programmes, Community Children's Nursing (CCN) from previous year delegation is included within; week 2 **Contemporary Community Children's Nursing** and week 7 **Professional Accountability - Fresh Perspectives**. In the CCN new curriculum, delegation is also included in seminar seven, **Professionalism**.

In School Children's Public Health Nursing (SCPHN) programme does not specifically cover the NIPEC *Deciding to Delegate* (2019). However, the delegation matrix is included in the content in university, as the caseloads and skill mix are so diverse regionally when the students are in placement. Decision making skills for person centred outcomes are covered across all modules, and have discussion on managing a caseload. Delegation in SCPHN programme is discussed within the context of the

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<sup>4</sup> NIPEC (2019) *Deciding to Delegate: A Decision Support Framework for Nursing and Midwifery*. Belfast: NIPEC. Available at: <https://nipec.hscni.net/microsites/delegation/>

**Developing Person-Centred Autonomous Practice** module and content includes the following:

- The specialist role and proficiencies (NMC, 2022)<sup>5</sup>;
- Changes in role from Registered Nurse (RN) to SCPHN;
- Delivery of Healthy Child Healthy Future (HCHF) (DOH, 2010)<sup>6</sup> which is the overarching framework for universal child health surveillance in Northern Ireland.

On review of the ePAD, NIPEC *Deciding to Delegate* (2019) is covered in; the **Person-Centred Practice Examples of Specialist Community Public Health Nursing and Team working**.

In relation to delegation, an area of further interest includes, a current UU PhD prospect study; delegation in pre-registration and newly registered nurses. Although not directly linked to delegation and direct payments.

## 1.5 Open University Undergraduate Programmes

OU nursing students within Northern Ireland are specifically introduced to the concept of delegation during Part 3 (equivalent to year 3) of the undergraduate programme. Study material and a variety of resources including: the NMC Code (2018), virtual NMC (2019<sup>7</sup>); *Decision to Delegate* NIPEC (2019) and the RCN (2023)<sup>8</sup> resources related to professional accountability and the delegation of care in **Becoming an Autonomous Practitioner**.

Delegation of care is integrated in topic five, preparing for graduate practice alongside the following sub-topics:

- **5.1.** Leadership in nursing.
- **5.2.** The healthcare leadership model.
- **5.3.** Leadership styles in practice.
- **5.4.** Becoming an emotionally intelligent nurse.
- **5.5.** Management in nursing practice.
- **5.6.** Why civility in nursing matters.
- **5.7.** Leadership in practice.
- **5.8.** Autonomy and accountability as a new registrant.

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<sup>5</sup> Nursing and Midwifery Council (NMC), (2022) *Standards of proficiency for specialist community public health nurses (SCPHN)*. London. Available at: [Standards of proficiency for specialist community public health nurses \(SCPHN\) - The Nursing and Midwifery Council](#)

<sup>6</sup> Department of Health (2010) *Delivery of Healthy Child Healthy Future (HCHF)*. Belfast: DoH

<sup>7</sup> Nursing and Midwifery Council (NMC) (2019) *Delegation and Accountability*. London

<sup>8</sup> Royal College of Nursing (RCN) (2023) *Accountability and Delegation guide*. London: RCN

- **5.9.** Preceptorship.
- **5.10.** Career development.

Additionally, nursing students, are also instructed to utilise delegation in their personal reflection and all students are expected to access local HSC Trust relevant policy, guidance and resources to support their practice requirements.

**Table 1:** Summary of the integration of delegation in Nursing Education Programmes

### Integration of Delegation in Nursing Education Programmes

| Higher Education Institutions | Undergraduate Year 1                                                                | Undergraduate Year 2                                                                | Undergraduate Year 3                                                                 | Postgraduate Study                                                                    |
|-------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Queens University Belfast     |   |   |   |   |
| Ulster University             |  |  |  |  |
| Open University               |  |  |  |                                                                                       |

## 2.0 New Graduate Nurses Experience of Delegation

Delegation of care to others by nurses remains complex (Wagner 2018)<sup>9</sup>. For new graduate nurses (NGN) transitioning from pre-registration nursing student to registrant experience uncertainty, anxiety, and lack confidence in their ability (Lyu et al, 2024)<sup>10</sup>. An ethnographic study of NGNS (n=10) within their first year, found contrasting intentions and actions by them in relation to care delivery, including difficulty in delegating, potentially causing compromised care (Kaldal et al 2023)<sup>11</sup>. NGNs (<1 year) are not sufficiently supported for the level of responsibility they have when caring for complex patients. Willman et al (2020) found they were unable to prioritise care effectively. Highlighting role confusion by the NGNs of what other care team members and themselves can undertake, potentially causing patient safety issues.

Magnusson et al (2017)<sup>12</sup> ethnographic study to analyse delegation styles of NGNs (n=33), identified further educational and organisational support is required to develop safe and effective skills. In addition, Creavacore et al (2022)<sup>13</sup> identified a range of factors which may impact nurses' decision to delegate, based on their level of experience, level of education pertaining to delegation, the delegate skills, knowledge and attributes, and the individual nurses' personality traits.

NGNs feel overwhelmed and under prepared for delegation (Walker et al 2021)<sup>14</sup>. Studies addressing delegation by registered nurses (RNs), also identified they have difficulty knowing role boundaries of staff they are delegating to (Roche et, al. 2021)<sup>15</sup>. Thus, highlighting deficits in their delegation knowledge and skills which requires further exploration and strengthening.

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<sup>9</sup> Wagner, E.A. (2018) *Improving patient care outcomes through better delegation-communication between nurses and assistive personnel*. Journal of Nursing Care Quality. 33(2), 187-193.

<sup>10</sup> Lyu, X.C., Huang, S.S., Ye, X.M., Zhang, L.Y., Zhang, P. and Wang, Y.J. (2024). What influences newly graduated registered nurses' intention to leave the nursing profession? An integrative review. BMC Nursing, 23, p. 57.

<sup>11</sup> Willman, A., Bjuresater, K. and Nilsson, J. (2020) *Insufficiently supported in handling responsibility and demands: Findings from a qualitative study of newly graduated nurses*. Journal of Clinical Nursing. 30: 83-92.

<sup>12</sup> Magnusson, C., Allan, H. Horton, K. et al (2017) *An analysis of delegation styles among newly qualified nurses*. Nursing Standard. 31(25), 46-53.

<sup>13</sup> Creavacore, C., Coventry, L., Duffield, C. and Jacob, E. (2022) *Factors impacting delegation decision making by registered nurses to assistants in nursing in the acute care setting: A mixed methods study*. International Journal of Nursing Studies. 136, 104366. <https://doi.org/10.1016/j.ijnurstu.2022.104366>

<sup>14</sup> Walker, F., Ball, M. Cleary, S. and Pissani, H. (2021). *Transparent teamwork: The practice of supervision and delegation within the multi-tiered nursing team*. Nursing Inquiry. 28 (4), e12413. <https://doi.org/10.1111/nin.12413>

<sup>15</sup> Roche, M.A., Blay, N., Creavacore, C. and Wilson, D. (2021) *A scoping review of registered nurses' delegating care and support workers*. Journal of Clinical Nursing. Doi: 10.1111/jocn.16724.

### 3.0 Post Registration Training

Post registration training on delegation is available to all HSC Trust staff regionally, at all levels of practice, to a short course programme on Learn HSCNI. This eLearning session, **Demystifying Delegation** provides a theoretical approach to delegation, with an emphasis on delegation within a team and multi-disciplinary setting. It is best suited to those in a managerial or supervisory role and references the *Deciding to Delegate Framework* NIPEC (2019) and the OSS (2018)<sup>16</sup> inclusion of direct payments is not as part of this delivery. The content includes:

- Explore myths and challenges associated with delegation;
- Defining Delegation as a process;
- Reframing delegation through the benefits it offers;
- Explaining practical tools and theoretical underpinnings of Delegation;
- Next steps in your Delegation journey.

A number of HSC Trust led training programmes are also available locally, to those staff and managers working directly with direct payments.

In addition, two further programmes are also available. The Royal College of Nursing (RCN) have successfully delivered training, **Nursing Delegation - Understanding the Registered Nurse Role** to five separate cohorts this year focusing on registered nurses in senior roles. The Clinical Education Centre (CEC) have successfully delivered training, **Awareness of Delegation** for levels of practice 5-7. As outlined below, in table 2.

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<sup>16</sup> Department of Health. (2019) *Office of Social Services: Circular on Delegation*. Belfast: DoH

**Table 2:** Summary of Post Registration Training on Delegation

| Post Registration Training on Delegation |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learn HSCNI                              | eLearning: <i>"Demystifying Delegation"</i>                                                                                                                                                                                                                                                                                                                                                                                     |
| RCN<br>(Levels of Practice 8-9)          | <i>Nursing Delegation - Understanding the Registered Nurse Role</i><br>*delivered from January - March 2025                                                                                                                                                                                                                                                                                                                     |
| CEC<br>(Levels of Practice 5-7)          | <i>Awareness of Delegation</i><br>*delivered from September 2025                                                                                                                                                                                                                                                                                                                                                                |
| HSC Trust Led                            | <p>Various local HSC Trust led study arrangements, ranging from:</p> <ul style="list-style-type: none"> <li>• 1-day in person bespoke study for those managers and nurses working directly with Direct Payment Schemes.</li> <li>• Additional resources and information held locally through Share Point or other equivalent shared platforms.</li> <li>• Induction, individual coaching and mentoring arrangements.</li> </ul> |

## 4.0 Awareness of Delegation for Other Professional Groups

### 4.1.1 Social Work and Social care

The Northern Ireland Social Care Council (Social Care Council) is the regulator for the social work and social care workforce and for social work education and training in NI. Student social workers in NI are required to register with the Social Care Council prior to commencing practice learning as part of their undergraduate review. This ensures that student social workers understand accountability for their conduct and practice from the outset.

**The NISCC Standards of Conduct and Practice** serve as a regulatory framework for the social work and social care workforce in NI. These standards are designed to ensure that social workers and social care practitioners maintain high standards of practice and adhere to professional conduct at all times. They outline the values, attitudes, and behaviours expected from registrants, as well as the knowledge, skills and ongoing professional learning required for competent practice. The Regulatory Framework standards help regulate the workforce by maintaining a register and setting clear expectations for conduct and practice. This ensures that service users receive safe and effective care.

### 4.1. 2 Social Work

The Degree in Social Work is the threshold qualification for entry to the social work profession in Northern Ireland. The Degree is designed to be generic and will prepare students to work in a variety of settings, including health and social services, the Justice sector, Education sector and in the voluntary and private sectors. While provision of care is a major responsibility for social workers, protection, control and rehabilitation are also essential elements of social work practice.

There are currently three-degree programmes approved for delivery by the Northern Ireland Social Care Council (Social Care Council) as follows:

- Bachelor of Social Work - Queens University Belfast;
- Bachelor of Science with Honours in Social Work – Ulster University; and
- Bachelor of Arts Social Work (NI) – Open University.

The Northern Ireland Framework Specification for the Degree in Social Work [Here](#) (the Framework) is a joint publication by the Department of Health and Social care Council. The Framework sets out a single comprehensive set of learning outcomes in the form of performance criteria, core skills and knowledge and understanding statements for the Degree in Social Work. The Framework incorporates both academic and practice



learning components of social work education and takes account of the full range of social policy, law and service delivery arrangements for social work in NI. It also specifies the value base as an integral part of the knowledge and practice requirements.

Following completion of the Degree social workers are required to complete an Assessed Year in Employment (AYE) and in the following three years engage in assessed and accredited continuous professional learning relevant to their role. The 'Professional in Practice' as the post qualification framework for social workers in NI, provides opportunities to develop specialist knowledge and skills in a range of areas such as adult or child safeguarding, mental health, systemic practice and family therapy and substance use. The Social Care Council is the awarding body for the Professional In Practice Framework and all submissions are assessed at master's level.

Social work is a professional activity and social workers have obligations to service users, carers, families, and communities, their employers, to each other, to colleagues in other disciplines sectors and agencies and to society. Social work education and training is designed to prepare students to exercise professional judgements about complex situations that involve the potential for benefit or harm. The continuum of social work education from qualifying level through to post qualifying ensures that social workers understand their responsibilities and accountability in multi professional contexts.

### **4.1.3 Social Care Practitioners Workforce**

The Social Care Standards of conduct and practice outline the expected conduct and practice for social care workers, ensuring high-quality care for service users.

The Social Care Council has been actively involved in supporting the reform of the social care workforce through development of the **Care in Practice Framework (CIP)** and the **Social Care Workforce Strategy 2025-2035**. This strategy aims to develop a skilled and motivated workforce, ensuring that practitioners have access to qualifications and ongoing learning opportunities relevant to their job roles. The Care in Practice Framework as reflected in the Social Care Strategy launched in December 2024. The CIP articulates both the required qualification framework for social care practitioners and managers alongside the developing continuous learning required across the social care sector and in all programmes of care. Therefore, training needs and continuous learning will be diverse given service user needs. The Council also have delegated responsibility from DoH to ensure social care qualifications and training meet employer and sector requirements.

In order to support the implementation of the standards, the Social Care Council has developed various resources to support social care practitioners and managers in



understanding and adhering to the standards effectively. The resources are comprehensive, practice based in nature and have been developed by subject matter experts across a range of disciplines in order to respond to the learning needs of the social care workforce and service user support needs.

The current suite of vocational qualifications available to social care practitioners in NI is under review. As the social care workforce is currently role rather than qualification based there is no requirement for pre-registration training. The level two certificate in safe and effective health and social care practice, as an entry level qualification, is currently available and will become mandatory at a future date. Social Care Practitioners currently undertake a range of continuous professional learning opportunities appropriate to their role and pathway of care. These learning opportunities may include training on delegated health care tasks where agreed. Further investment is required in this workforce to embed access to both qualifications and other learning opportunities.

## **4.2 Allied Health Professionals**

The **Health and Social Care Professions Council (HCPC)** sets standards of performance and ethics that allied health professionals (AHPs) must adhere to ensuring safe and effective practice. This provides the regulatory framework that defines what AHPs must know, how they must behave, and how they must maintain competence ensuring the delivery of high quality care across the health and social care system.

Each AHP operates autonomously, with the ability to assess, diagnose, treat, and discharge patients. This autonomy allows AHP registrants to complete an assessment, diagnosis, and treatment prior to delegating tasks to others who are appropriately trained and supervised. AHP registrants primarily delegate to AHP support staff, who are trained to assist in delivering specialised care. These staff are highly skilled within their roles and work under the close supervision of AHP registrants to ensure that delegated tasks align with clinical treatment plans. AHP registrants also delegate to students during practice based learning.

AHPs develop competence in delegation progressively across undergraduate education, early career consolidation and advanced and leadership level postgraduate education. This ensures delegation is safe, effective, legally sound, aligns with workforce optimisation and improved population outcomes. At undergraduate level education for AHPs, delegation is introduced as part of professional practice, ethics and interprofessional working. This provides the essential knowledge base to ensure graduates understand their accountability and responsibilities from point of registration. Core areas of undergraduate education include; professional accountability and legal frameworks, principles of safe and effective delegation to



support workers, communication and supervision skills, interprofessional education and team based care. Post registration, delegation competence is strengthened through work place supervision. Postgraduate education develops delegation capability at a strategic, leadership and system level. Advanced Clinical Practice (e.g. MSc Advanced Practice) develops leadership and workforce capability, complex decision-making regarding delegation in high risk environments and clinical governance and accountability frameworks.

The learning from this report has been incorporated into the Task and Finish Group overall report.

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### Queens University Belfast Undergraduate Nursing Programme

*Delegation and Accountability (Lecture)* with reference to *Deciding to Delegate Framework* NIPEC (2019) and OSS (2019) *Delegation*. Part of the lecture content includes:

- What is Delegation;
- Why is Delegation necessary in healthcare;
- Delegation decisions;
- Barriers/enablers to delegation;
- Enabling professional development through delegation;
- Principles of Accountability;
- What does it mean to be accountable;
- Accountability versus Responsibility;
- Professional – NMC Code (2028);
- Legal – arenas of accountability, Duty of Care, Negligence, Duty of Candour;
- Ethical (delegation decisions).

In addition, a simulated **workshop** '*Prioritisation of Care*' is provided and learning outcomes include, the end of the session the student will be able to:

- Demonstrate the ability **plan and organise care** for a small group of 'patients' in a simulated setting;
- Demonstrate **nursing skills commensurate** with their level of training;
- Demonstrate the ability to **work as part of a team**;
- Demonstrate the ability **accurately assess** and **escalate** appropriately using an effective **handover**;
- Demonstrate the ability to **delegate** appropriately and effectively;
- **Demonstrate the ability to communicate effectively.**

### Annexe A

**1.1.** Actively listen, recognise and respond to verbal and non-verbal cues

**1.2.** Use prompts and positive verbal and non-verbal reinforcement

**1.3.** Use appropriate non-verbal communication including touch, eye contact and personal space

**1.4.** Make appropriate use of open and closed questioning

**1.6.** Check understanding and use clarification techniques

**1.7.** Be aware of own unconscious bias in communication encounters

**4. 0.** Evidence-based, best practice communication skills and approaches for working with people in professional teams

**4.1.** Demonstrate effective supervision, teaching and performance appraisal through the use of

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- 4.1.1.** Clear instructions and explanations when supervising, teaching or appraising others
  - 4.1.2.** Clear instructions and check understanding when delegating care responsibilities to others
  - 4.1.3.** Unambiguous, constructive feedback about strengths and weaknesses and potential for improvement
  - 4.1.4.** Encouragement to colleagues that helps them to reflect on their practice.
  - 4.1.5.** Unambiguous records of performance
  - 4.20.** Demonstrate effective person and team management through the use of
    - 4.2.1.** Strengths-based approaches to developing teams and managing change
    - 4.2.2.** Active listening when dealing with team members' concerns and anxieties
    - 4.2.3** A calm presence when dealing with conflict
    - 4.2.4** Appropriate and effective confrontation strategies
    - 4.2.5** De-escalation strategies and techniques when dealing with conflict
    - 4.2.6** Effective co-ordination and navigation skills through:
      - 4.2.6.1** Appropriate negotiation strategies
      - 4.2.6.2** Appropriate escalation procedures
      - 4.2.6.3** Appropriate approaches to advocacy



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For further information, please contact

**NIPEC**  
4th Floor James House  
2-4 Cromac Avenue  
Belfast  
BT7 2JB

Tel: 0300 3000066  
[enquires@nipec.hscni.net](mailto:enquires@nipec.hscni.net)

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