

Welcome

**Regional Ethnic Diversity Collaborative
Workshop**

25 March 2026



Welcome Remarks

Beena Tharun
Co-Chair, NIPEC Project Board Ethnic Diversity



Post your views to [@nipec_online](https://twitter.com/nipec_online)



[#NIPEC25](https://twitter.com/nipec_online)

Photographs will be taken during the course of today's workshop.

Please advise a member of NIPEC staff if you do not wish to feature in any publicity material.



Regional Ethnic Diversity Collaborative 2025





Let's Bingo!



Jonah Atos
International Nurse Coordinator, WHSCT

Keynote Address

Jonah Atos

International Nurse Coordinator, WHSCT



I



NURSING



Meet Jonah Atos Professional Office
Ethnic Diversity

Journey of an Internationally Educated Nurse (IEN) joining the Nursing workforce in Northern Ireland: A Personal Perspective

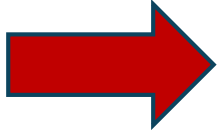
By: Jonah Atos, R.N.
International Nurse Coordinator
Western Health and Social Care Trust

Founder Kabalikat in North West (Charity organisation)
Regional Director Filipino Nurses Association UK
Board Member Foyle Race Equality Forum
RCN Anti-racism subgroup member- Northern Ireland seat
Alumna Florence Nightingale Foundation

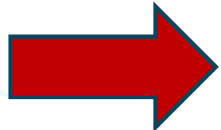


Before coming to Northern Ireland

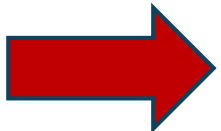
Philippines



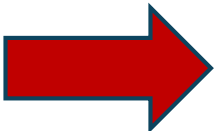
Education



**Nurse
Licensure Exam**



**Volunteer
Nurse**



**Post Registration
Experience**

Top 3 Reasons coming to work in Northern Ireland



Professional



Financial/family



Social



My Reason



Expectations versus reality



LONDON



LONDONDERRY/DERRY



Colloquialism



‘Breath of fresh air ‘



COMMUNICATION: Telephone



Job 2- Peri-operative Practitioner

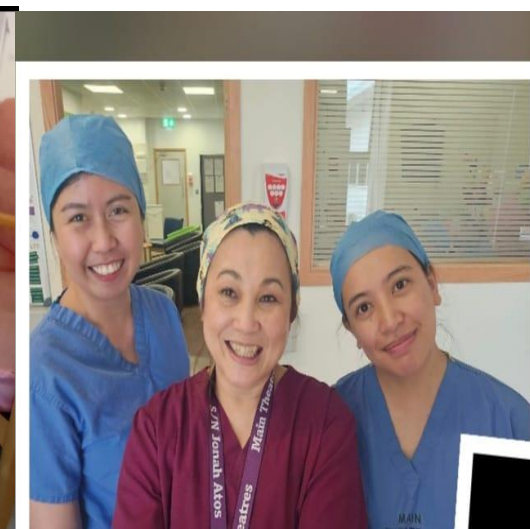


• SCRUB

• Circulating

• Anaesthetic

• Team leader



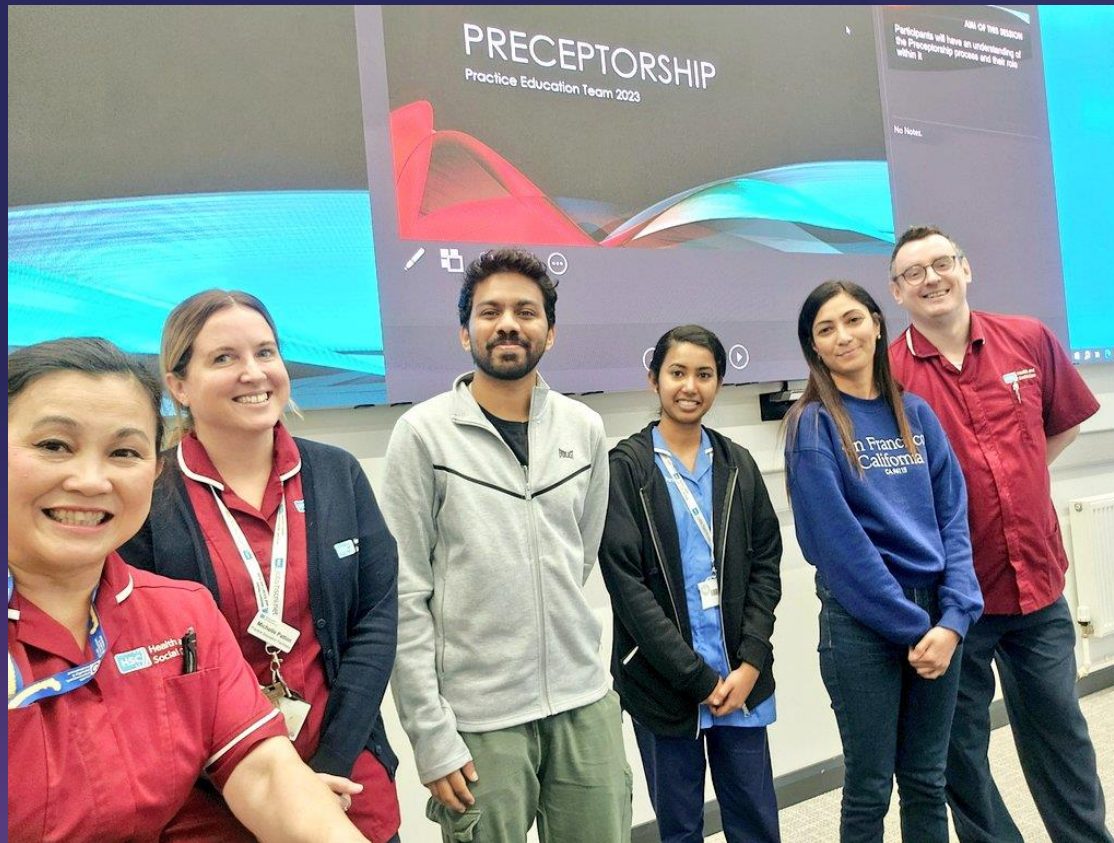
Job 3 COVID-19 Team Lead for test booking/Vaccinator



Meeting May
Parsons



Job 4/5 - Practice Educator/Facilitator



NIPEC
Northern Ireland Practice
& Education Council

Job 6-NMC Sessional OSCE Examiner



Job 7

RQIA Bank Inspector



Current Job 8: International Nurse Coordinator




Job 9 NIPEC's PROFESSIONAL OFFICER for EDI



NIPEC Staff Survey
for the Global Majority Workforce in NI

Enhancing Access to Education & Leadership Opportunities

Be the Voice!
Have your Say!




<https://forms.office.com/e/9qKcTzgbCZ>

Open to:

- Nurses
- Midwives
- Allied Health Professionals
- Support Workers

Working in HSC Trusts
including NIAS & Nursing Homes

23 Oct 2024
to
22 Jan 2025



NIPEC
Northern Ireland Practice & Education Council
<https://nipec.hscni.net>



When a opportunity knocks...



**N
-
I
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C
O
N**

**October
2023**



Spot the Difference



PRE-NIPEC



neneatos74
@JonahAtos

Delighted to take part in NICON conference today where we engage in challenging conversations with the global majority staff workforce roundtable. @CNO_NI @Kieranpmccormic @CathyMcCusker2 @NIPEC_online



16:56 · 18 Oct 23 · 736 Views

POST-NIPEC



neneatos74 @JonahAtos · 15 Oct 25
Honoured to speak at NICON Conference 2025, alongside colleagues from NIPEC, Ulster University, Leadership Centre & HSC. We shared insights on "Promoting Leadership Opportunities for the Global Majority Workforce". @NIPEC_online @CathyMcCusker2 @Lindak973 @WesternHSCTrust



4 25 1.5K

Finally a Degree in the UK!



Bachelors Degree in Nursing
1994 Philippines



Bachelors Degree in Health Studies
2025 Northern Ireland



Top tips



**Start your day
with positivity**

**Surround yourself
with good but firm
people.**

**If you don't ask
you don't get.**

**It's okay
not to be
okay.**

**Spread your
wings.**

**If you did it
flaunt it!**

“Diversity is being invited to a party. Inclusion is invited to dance”



Merci

Obrigado/Obrigada

Xièxiè

Terima kasih

Shukran

Danke



감사합니다
(Gamsahamnida)

Arigato

ขอบคุณ (Khop
Khun)

Grazie

Ndaitenda" or "Tatenda"

Ngiyabonga

धन्यवाद (Dhonnobad)

Asante

धन्यवाद
(Dhanyavaad)

Dziękuję

Spasibo

Gracias

Florence Nightingale Foundation Scholarship for Emerging Leaders

“My Journey”

Jincy Labade

Fracture Liaison Nurse, NHSCT



LEADERSHIP IN ACTION: INSPIRING CHANGE IN HEALTHCARE

A Journey of Growth

Jincy Labade
Fracture Liaison Nurse Practitioner



MY LEADERSHIP FOUNDATIONS IN HEALTHCARE

A Professional Journey Shaped by Experience, Culture, and Purpose

- Personal Background.
 - Started in India: Intensive Coronary Care Unit
 - Moved to Northern Ireland in 2005
 - Navigated unconscious bias, strengthening my commitment to inclusion



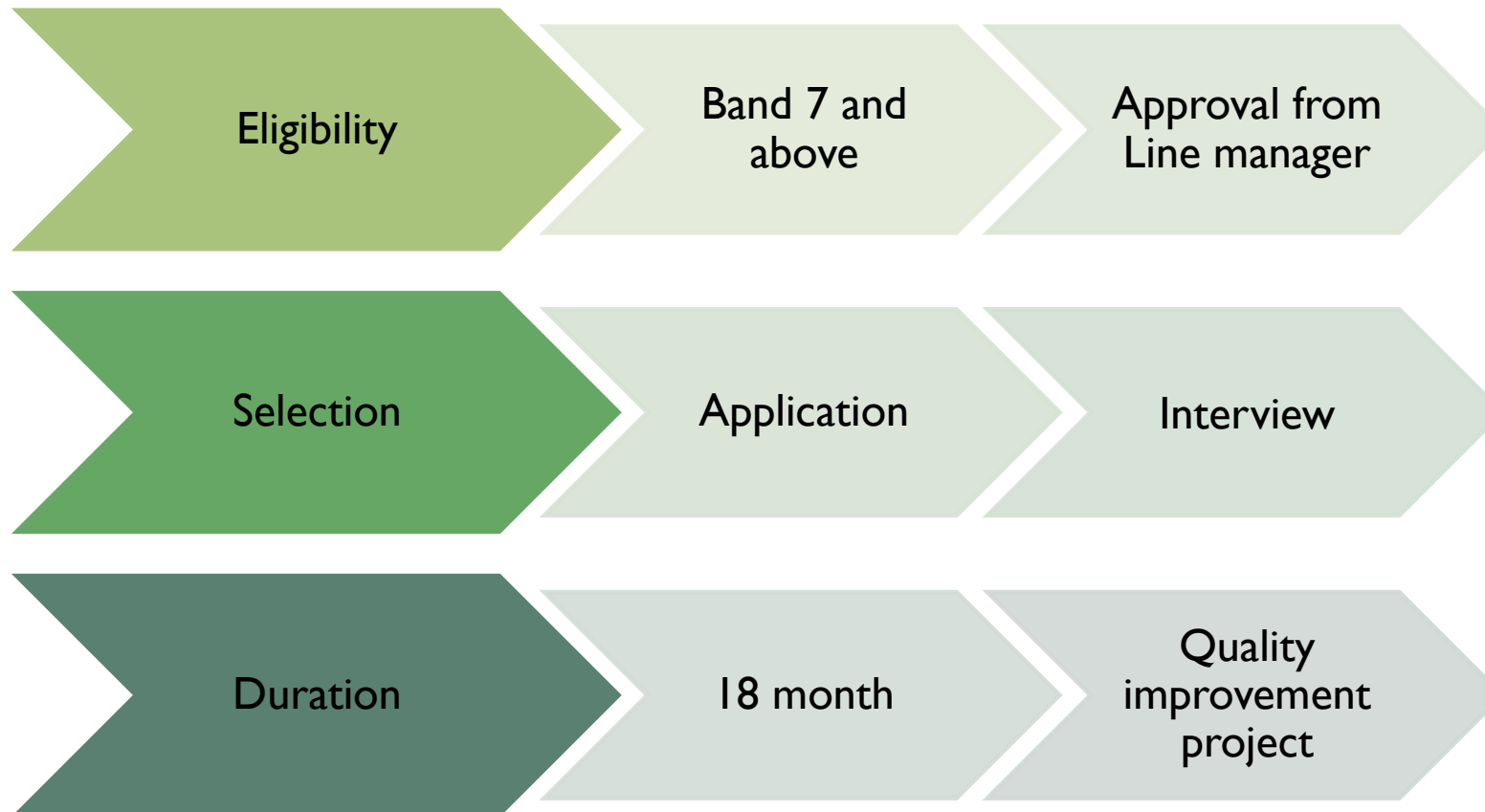
A DEFINING LEADERSHIP MOMENT

Empowering Others Through Trust, Reflection, and Guided Growth

- As a triage trainer, supporting new nurses in Emergency department
- Chose to guide rather than take over
- Reinforced that leadership is often stepping back, not stepping in
- Empowerment builds confidence, capability, and future leaders

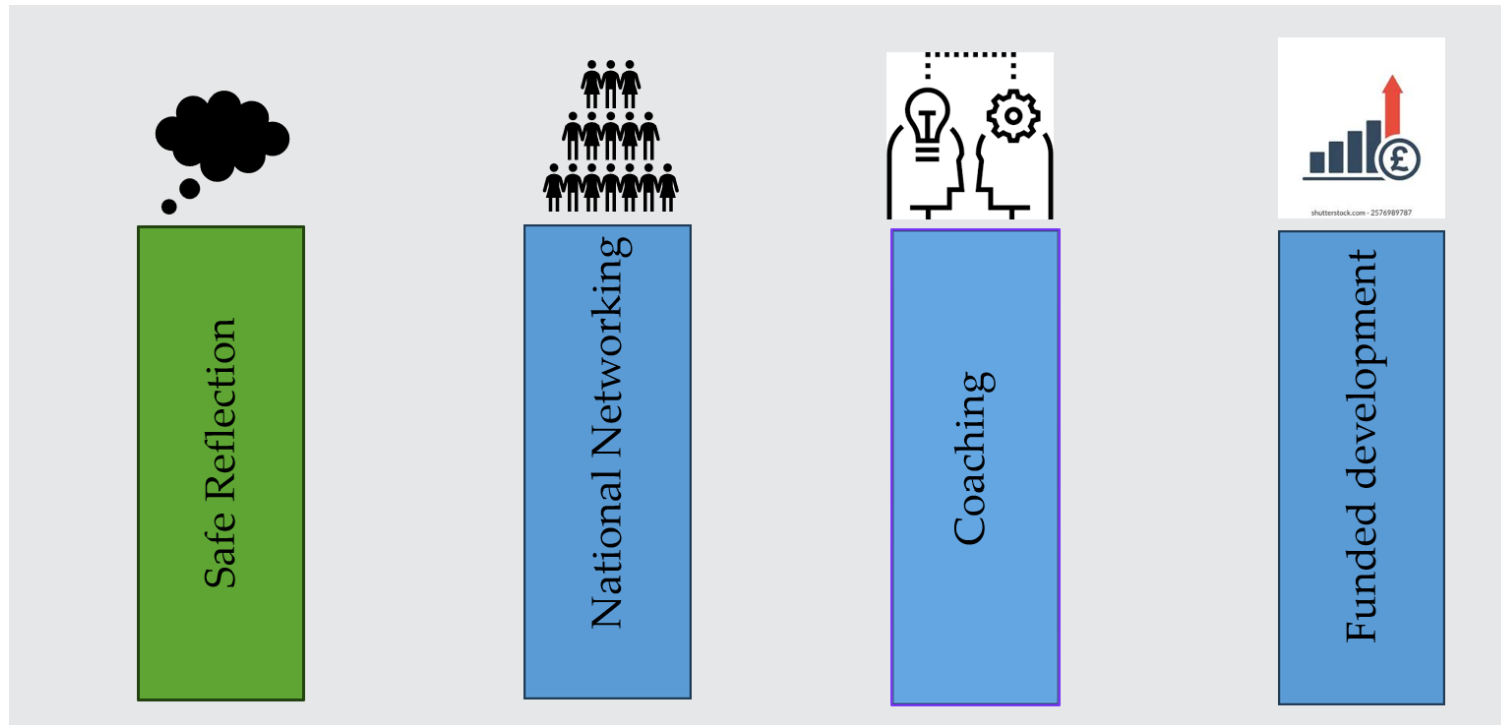


HIGH LEVEL STEPS OVERVIEW



WHAT THE JOURNEY INVOLVES

Personal and Professional growth



FLORENCE NIGHTINGALE FOUNDATION SCHOLARSHIP

Elevating Leadership Beyond Bedside

- Recognised my responsibility extended beyond individual care to system improvement
- Space to reflect, analyse, and understand system behaviours
- Coaching strengthened my confidence
- Learned that influence is not always immediate — but every insight, question, and challenge matters

**FLORENCE
NIGHTINGALE
FOUNDATION
SCHOLARSHIPS**

SYSTEM IMPACT: TRANSFORMING FRAGILITY FRACTURE PATHWAYS

Applying System Thinking to Improve Outcomes

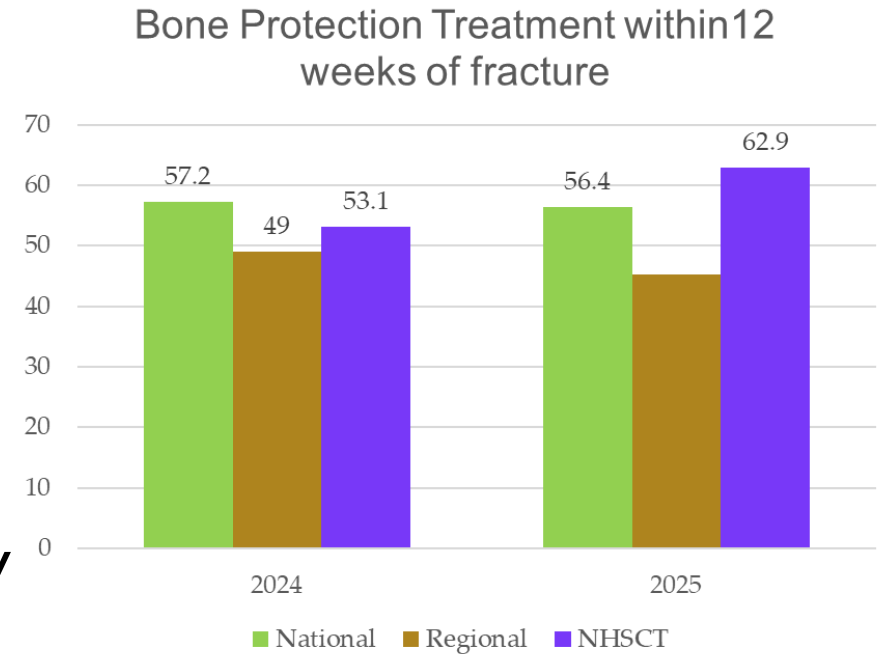
- Shifted perspective from individual cases to system-wide outcomes
- Asked strategic questions:
 - How do we identify every eligible patient?
 - How do we prevent future fractures?
 - Who must we collaborate with?
- Strengthened multidisciplinary collaboration
- Leadership became a system intervention



BUILDING ADAPTIVE RESILIENCE

Leading Through Complexity, Change, and Collaborative Problem-Solving

- Quality improvement project required redesign
- Learned resilience is adaptive
- Collaborated with radiology and clinical leads
- Advocated for policy change aligned with national guidance
- Achieved a 10% improvement in timely treatment compared to 2024 and stronger outcomes regionally



GO FOR IT !!!



Build Relationships

Have Fun

Make Friends

Find Mentors

Continue to '

Grow



CONCLUSION

Leadership Starts with You

- Scholarship encourages systemic thinking & authentic leadership
- Nurses at every level shape strategy, policy, and culture
- Leadership = consistent small actions that drive big impact for patients, teams, and systems
- Supporting a candidate — or applying — is an investment in safer services and stronger cultures.

Thank you to NIPEC, NHSCT leadership, Team North, my mentor, coach, and all who supported this journey.

RESOURCE

- <https://florence-nightingale-foundation.org.uk/scholarships/>



NI Career and Development Model

Cathy McCusker and Fiona Bradley
Senior Professional Officers, NIPEC



Career and Development Model for Nursing and Midwifery

A continuous journey towards maximising individual impact and growth



Career and Development Model for Nursing and
Midwifery



BSO Comms and Engagement

CAREER AND
DEVELOPMENT
MODEL FOR
NURSING AND
MIDWIFERY



Career & Development Model
for Nursing & Midwifery

*A continuous journey towards maximising
individual impact and growth*

A continuous journey towards
maximising individual impact
and growth

02:44



Nursing and Midwifery Information

[Want to become a Nurse or Midwife?](#)

To pursue an exciting career in Nursing or Midwifery choose your career...

[Information for Overseas Nurses and Midwives](#)

Northern Ireland is part of the United Kingdom (UK). The requirements for working...

[Are you returning to Practice?](#)

Now is an exciting and challenging time to be part of the professions and a good time...

[Maintaining your Registration?](#)

To continue working as a Nurse or Midwife in the UK (including Northern Ireland) you must renew...



[Real Life Stories](#)



[FAQs & Myth Busting](#)



[Feedback](#)

Access the Model

Welcome to the Career and Development Model for Nursing and Midwifery which is designed to support professional development and practice.



The Career and Development Model offers a structure with key knowledge, skills and behaviours to inform career, learning and workforce development.

It can help to benchmark knowledge and skills and support professional development at every level across a career journey.

It can also be used by practitioners, managers, educators and commissioners to support the development of a suitably skilled and resourced workforce.

It focuses on the essential knowledge, skills and behaviors needed to underpin good practice at all levels of the workforce, supporting safe and effective care delivery.

It recognises how complex roles have become and helps to explain the difference in expectations and learning for all levels of practice across the nursing and midwifery workforce.

Who the Model is For

The Career and Development Model is intended for the wider nursing...



Model Structure

The Career and Development Model is intended for the wider nursing...



Who the Model is For

The Career and Development Model is intended for the wider nursing and midwifery family including Nursing or Midwifery Assistants/Support Workers, Students and Registered Nurses and Midwives.

This includes those working in a range of settings and sectors across Northern Ireland, such as, hospital, community, primary care, general practice or the independent sector.

It can also be used to provide a structure for managers, educators and commissioners to support workforce planning and service delivery models which are linked to effective learning and development strategies, programmes and activities.

Examples of who the model is for are presented below.

[+ Practitioners](#)

[+ Managers](#)

[+ Educators](#)

[+ Strategy and Policy Leads](#)

Also in this area [Access the Model](#)

[➔ Model Structure](#)



Nursing & Midwifery Careers



The nursing and midwifery careers structure and guidance will support the establishment of a dynamic, future-ready nursing and midwifery workforce through three integrated career pathways: Clinical Practice, Operational Management, and Education & Research. Each pathway will provide structured progression and competency frameworks across all Levels of Practice—from non-registered staff, newly registered to advanced/expert roles. The careers resources will empower nursing and midwifery professionals to develop expertise, meet the reform agenda and deliver optimum care through having the *right person* delivery the *right care*. By investing in these pathways, we will strengthen workforce resilience, enhance patient/population outcomes and position nursing and midwifery as cornerstone professions in a modern health system.



Core Career Pathways

There are three Core Career Pathways to help prepare and develop the nursing...

Roles Frameworks

There are a range of roles (aligned to the levels of practice) along each of the three...

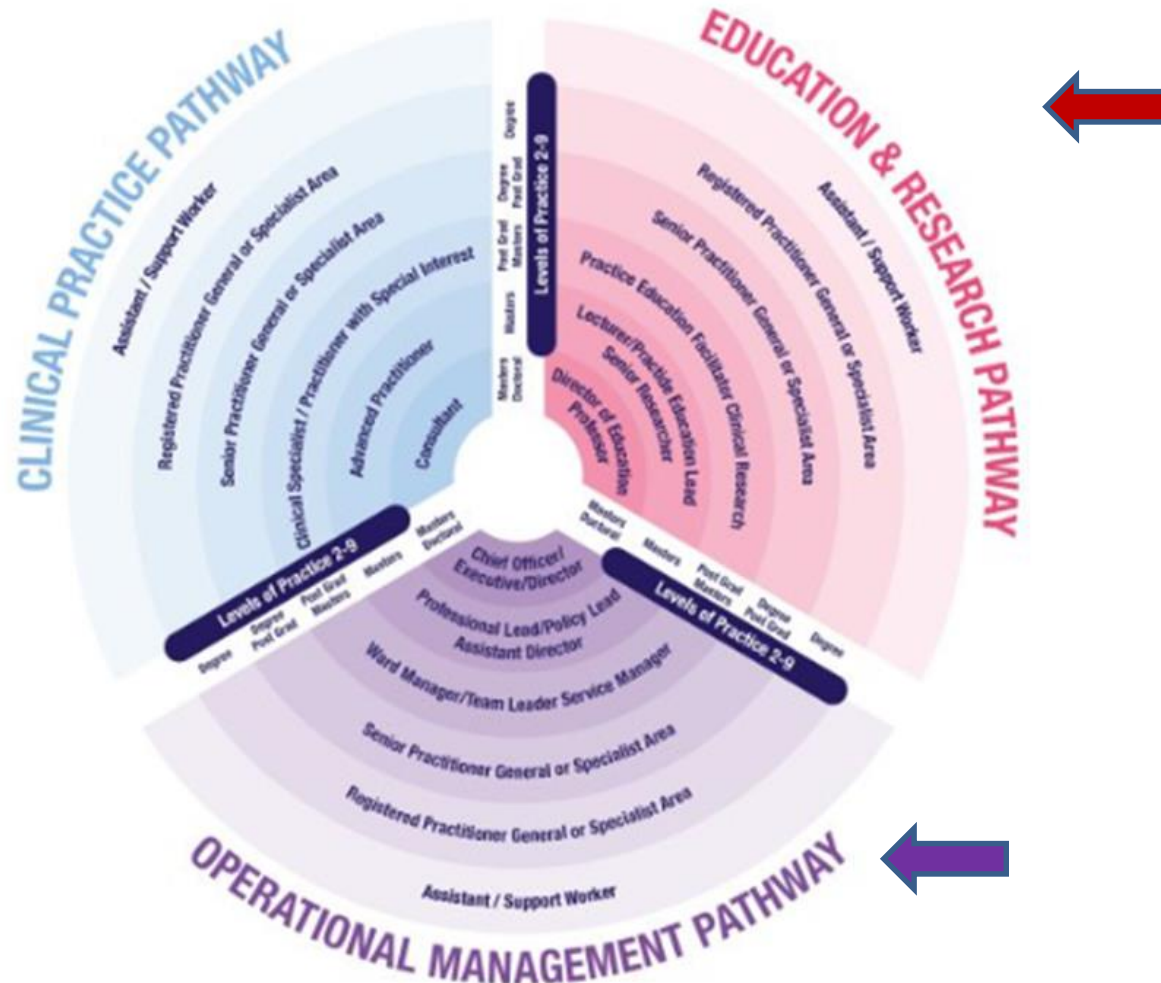
Levels and Pillars of Practice

Welcome to the Levels of Practice section. The Levels of Practice outline...

Service Specific Clinical Pathways & Frameworks

As a nurse or midwife, you can choose to specialise within a chosen...

Nursing & Midwifery Core Career Pathways



 Clinical Practice Pathway

	LEVEL OF PRACTICE	ROLE FRAMEWORK	INDICATIVE EDUCATION REQUIREMENT	ASSESSMENT TOOL
Assistant / Support Worker	2 – 4	<u>Nursing Ass</u> Maternity Support Worker: <u>Standards</u> <u>Competencies</u> <u>Core Skills</u>		
Registered Practitioner General or Specialist Area	5	<u>Registered Practitioner</u>	Degree	Level 5
Senior Practitioner General or Specialist Area	6	<u>Senior Practitioner</u>	Degree Post Grad	<u>Level 6</u>
Clinical Specialist/ Practitioner With Special Interest	7	<u>Specialist Nurse</u>	Post Grad Masters	Level 7
Advanced Practitioner	8	<u>Advanced Nurse Practitioner</u>	Masters	Level 8
Consultant	9	<u>Consultant Nurse</u>	Masters Doctoral	<u>Level 9</u>

CLINICAL PRACTICE CAREER PATHWAY



ROLE FRAMEWORKS PRACTICE LEVEL 2 - 9

NURSING ASSISTANT/SUPPORT
REGISTERED STAFF NURSE/SENIOR
STAFF NURSE

SPECIALIST NURSE

ADVANCED NURSE PRACTITIONER

CONSULTANT NURSE &
CONSULTANT MIDWIFE



Career & Development Model
for Nursing & Midwifery

NIPEC CLINICAL CAREER PATHWAY



REGISTERED
STAFF NURSE
&
REGISTERED
SENIOR STAFF NURSE
ROLE FRAMEWORK



Career & Development Model
for Nursing & Midwifery

NIPEC CLINICAL CAREER PATHWAY



SPECIALIST NURSE
ROLE FRAMEWORK

NIPEC CLINICAL CAREER PATHWAY



ADVANCED NURSE
PRACTITIONER
ROLE FRAMEWORK

NIPEC CLINICAL CAREER PATHWAY



CONSULTANT NURSE
&
CONSULTANT MIDWIFE
ROLE FRAMEWORK



Career & Development Model
for Nursing & Midwifery

Service Specific Clinical Pathways & Frameworks

As a nurse or midwife, you can choose to specialise within a chosen area or field during your career.

Service Specific Career Pathways outline additional competencies (knowledge, skills and behaviours) for roles (at each level of practice) within a specific clinical area/service, building on the relevant Core Career Pathways and associated Role Frameworks.

This approach facilitates career progression, workforce planning and design within a field of practice/service area.

Examples of Service Specific Pathways are listed below:


[Clinical Practice Pathway](#)

- [Cancer Nursing](#)
- [Critical Care Nursing](#)
- [District Nursing](#)
- [General Practice Nursing](#)
- [Perioperative Nursing](#)



**CAREER PATHWAY FOR
CRITICAL CARE NURSING**













**CAREER PATHWAY FOR
PERIOPERATIVE NURSING**



**NORTHERN IRELAND
CANCER NURSING
CLINICAL CAREER PATHWAY**

Listen to the videos

Hear stories from nurses and midwives working in Northern Ireland

 <p>Stuart Maternity Support Worker, SEHSCT</p>	 <p>Anne Medical Nurse Practitioner, Ulster Hospital, SEHSCT</p>	 <p>Anne-Marie Senior Education Manager, HSC Clinical Education Centre</p>
 <p>Jenny Sister - Band 6, Royal Victoria Hospital, BHSC</p>	 <p>Johanna Nurse Lecturer, CUB</p>	 <p>Helen Emergency Nurse Practitioner, Antrim Area Hospital, NHSCT</p>
 <p>Anne Emergency Nurse Practitioner, Altnagelvin Hospital, WHSCT</p>	 <p>Jill Clinical Educator, SEHSCT</p>	 <p>Olivia Advanced Clinical Practitioner - Nursing, Royal Victoria Hospital</p>
 <p>Laura Emergency Nurse, Band 5, Altnagelvin Hospital</p>	 <p>Joanne Nurse Advisor, Western Urgent Care</p>	 <p>Allison General Practice Nurse, Grosvenor Road</p>

[Home](#)

Real Life Stories

[Listen to the videos](#)

[Read about the Specific Roles](#)

All Career Direction All Area of Practice

All Settings

Order By: Title Order: Asc

<p>Neo Natalitioner</p> <p>Summary eonatal Nurse Works Beyond Professional Work Within A Team/ary Team But Autonomy In With Local and Protocols....</p> <p>Read More</p>	<p>Advanced Practitioner And Manager</p> <p>Job/Role Summary When I Started My Career As A Registered Nurse Learning Disabilities (RNLD) In 2001, My First Post Was In Inpatient Setting For Individuals With An Intellectual Disability, Many...</p> <p>Read More</p>	<p>Anaesthetic Nurse</p> <p>Job/Role Summary Assisting In Anaesthesia During Routine Lists In Theatre Transfer Of Patients Between Hospitals For Example Head Injury Patients To Royal Hospital Or Children To Paediatric Intensive Care Attending...</p> <p>Read More</p>
<p>Education or Midwife</p> <p>Summary I Am For The And Of Antenatal The Southern Social Care Trust. I Manage A Team Of Midwives Who Provide Antenatal...</p> <p>Read More</p>	<p>Antenatal Screening Co-Ordinator</p> <p>Job/Role Summary I Co-Ordinate The Infectious Diseases In Pregnancy Screening Programme. I Deal With All Positive Results, Sample Errors And Electronic Transfer Of Results Within A Philosophy Of Women-Centred And...</p> <p>Read More</p>	<p>Assistant Director Of Nursing</p> <p>Job/Role Summary Provision Of Nursing Advice In All Aspects Of Community Care, Children's Issues, And Family Practitioner Services. Provision Of Nursing Advice On Child Protection Matters. Participation In Commissioning, Strategic...</p> <p>Read More</p>
<p>Assistant Team Manager Community Mental Health Team For Older People</p> <p>Job/Role Summary As Assistant Team Manager, I Assist The Team Manager In Ensuring The Smooth Day To Day Running Of The Team. My Role Involves Supporting And Advising Staff, Carrying...</p> <p>Read More</p>	<p>Behaviour Nurse</p> <p>Job/Role Summary In My Job As A Behaviour Nurse I Have Direct Clinical Involvement With My Patients. A Major Part Of My Job Is Conducting A Functional Assessment Of The...</p> <p>Read More</p>	<p>Behaviour Nurse (Community)</p> <p>Job/Role Summary My Role Is Behaviour Nurse For The Intensive Support Service. I Work With Both Children And Adults With Severe Learning Disabilities Who Present With Challenging Behaviour. As Part...</p> <p>Read More</p>

1 2 3 ... 17 Next



Learning & Development Framework

The **Learning and Development Framework** is designed to support the professional growth of nurses, midwives, and healthcare support workers across Northern Ireland. This regionally endorsed resource provides healthcare organisations with a structured, approach to building capability, enhancing skills, and ultimately improving outcomes for patients and clients.

The framework aims to:

- **Empower nurses, midwives, and healthcare support workers** by providing structured guidance, learning pathways, and development resources to enhance knowledge, skills, and professional capability.
- **Inform and inspire potential future entrants**—including school leavers, career changers, and individuals exploring nursing or midwifery—by offering insight into roles, opportunities, and career routes within the professions.
- **Support managers and leaders** with resources that assist in workforce planning, capability building, and enhancing competencies to improve staff performance and ultimately strengthen outcomes for patients and clients.

The Framework is built around the following four core elements;

Workforce Planning & Delivery

Workforce planning and design of delivery models need to ensure an adequate...

Learning and Development Matrix

A Regional learning and development matrix provides information...

Learning Needs Analysis

Managers, at all levels, are responsible for identifying and prioritising...

Continuous Professional Development

The ongoing process for acquiring required knowledge, skills and...

Who Is The Learning & Development Framework for and how does it support colleagues?

Nurse, Midwife, Assistant/Support Worker

It can help registrants and assistants/support workers to assess and develop knowledge and skills to support delivery of safe, effective and person centred care within current roles.
Maintain expertise and experience.
Inspire and guide learning and development throughout career pathways.

Managers

It supports discussions that take place with staff as part of their personal development planning and review process.
Support skills maximisation within teams, enabling safe staffing configuration.
promoting staff retention through investment and valuing staff.
Inform workforce planning and succession planning to ensure safe, effective person centred care.
Support service redesign, new models of care and skill map professional development of employees.

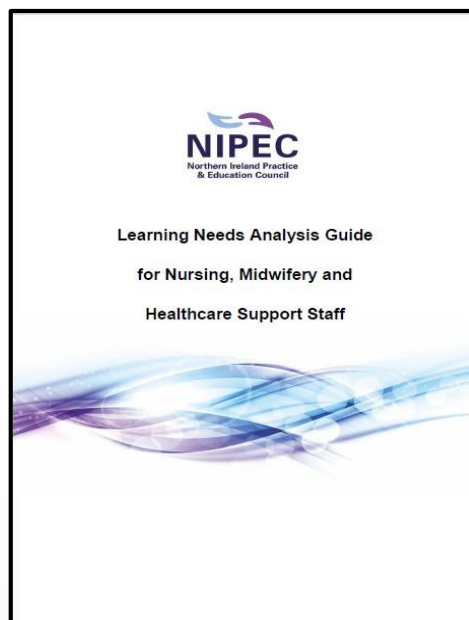
Educators

It supports planning and delivery of education and training to meet the rapidly changing needs of the workforce.
Identify opportunities for shared, inter-professional learning, and describe how education programmes align with each other along career pathways.

Strategy and Policy Leads

Inform education commissioning priorities.
Supports workforce planning to meet strategic objectives.
Supports sustainability of models of care delivery now and the future.
Provides a standardised approach to learning and development thereby facilitating measurement of value added through assessed outcomes for the service, staff, people and population.

Learning Needs Analysis (LNA) Guide and Tool for Nursing, Midwifery and Healthcare Support Staff



LEARNING NEEDS ANALYSIS (LNA) TOOL

This LNA Tool is designed to support managers at all levels, in identifying, prioritising and planning the Learning and Development Needs for their nursing, midwifery and healthcare support workforce.

Completion of the LNA Tool creates a dynamic, ongoing record of the L&D needs of your workforce, designed to be reviewed, monitored, and updated annually within your Service Area(s).

Instructions

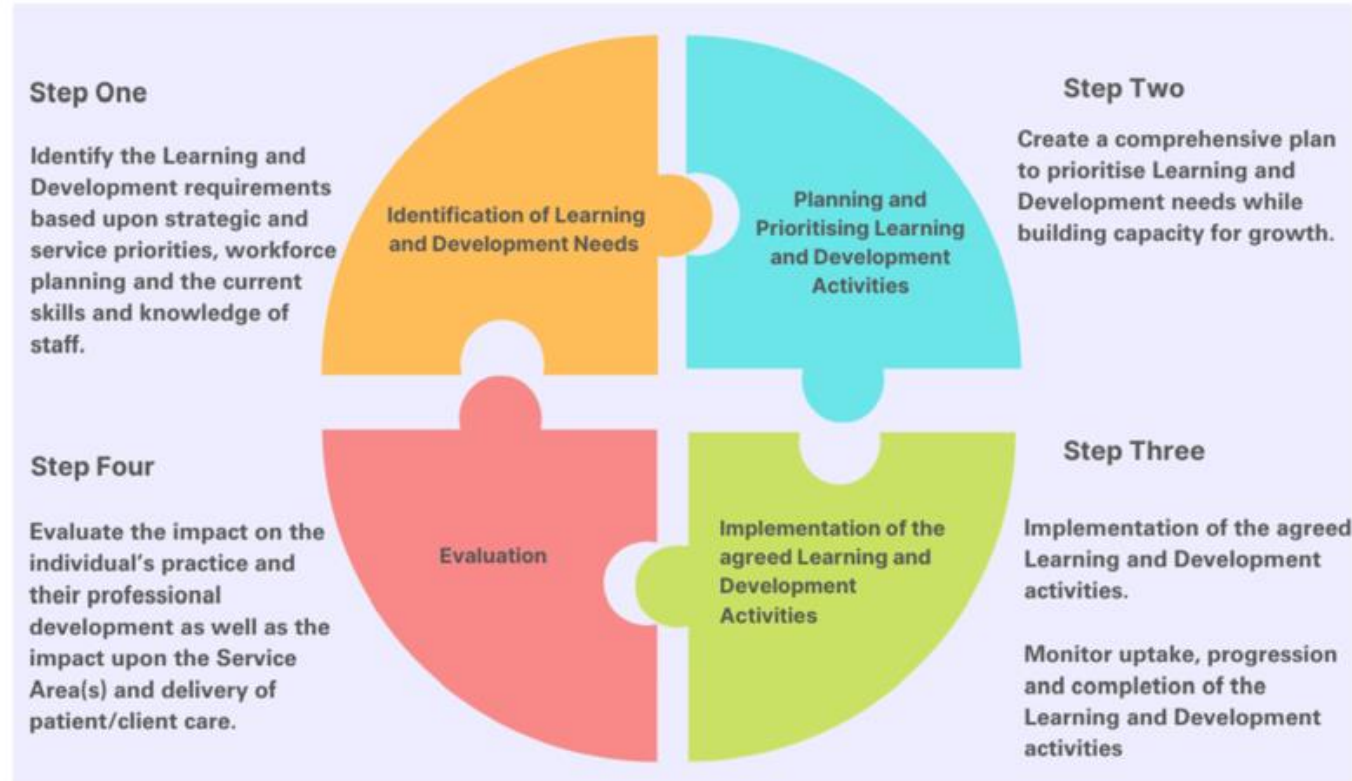
- Please read the LNA Guide before completing this Tool.
- Completion of the Tool should be carried out in a collective manner, rather than in isolation, to ensure shared understanding and joint ownership of the outcomes.
- Each section should be completed by the appropriate manager(s) according to their roles and responsibilities. Please note that responses to individual sections may overlap, as some content is relevant to more than one area.
- The details contained within the Tool can be adapted and transferred for integration into digital platforms.

Details of all managers involved in the LNA Process (refer to Page 6 in the LNA Guide)

INITIATOR (Designated manager responsible for overseeing the LNA process from start to finish)			
NAME			
ROLE			
EMAIL ADDRESS			
Service Area(s) covered (Please specify the Service Area(s) relevant to this LNA)			
CONTRIBUTORS (Managers responsible for completing the sections of the LNA Tool aligned to their specific roles and responsibilities)			
NAME	ROLE	EMAIL ADDRESS	SERVICE AREA (S)

1

The four steps in the LNA process.





Regional Learning & Development Matrix

Introduction

- The Regional Learning & Development Matrix is a key enabler to the new Career and Development Model for Nursing & Midwifery being developed by NIPEC. The Learning and Development matrix forms part of the Learning and Development Framework.
- The purpose of the Learning and Development matrix is to; -
 - support registered nurses/midwives, nursing assistants, and maternity support workers avail of the most appropriate learning and development opportunities by signposting to various resources.
 - recognise that learning and development is supported through a variety of resources including mandatory training, additional clinical education programmes, academically accredited programmes, self-directed learning along with and supported by organisational performance management and professional development plans.
 - provide guidance on; -
 - ✓ entry into pre-registration nursing and midwifery programmes;
 - ✓ what mandatory training is, who is it for, and where can it be accessed;
 - ✓ what post registration academic study is, who is it for, and where can courses/programmes be accessed;
 - ✓ other learning and development resources including the HSC Clinical Education Centre (CEC), HSC Leadership Centre, Royal College of Midwives (RCM) and the Royal College of Nursing (RCN). Information will be provided on how these organisations support the learning and development of nurses and midwives.

The Regional Learning & Development Matrix is a key enabler to the new Career and Development Model for Nursing & Midwifery being developed by NIPEC. The Learning and Development matrix forms part of the Learning and Development Framework.

The purpose of the Learning and Development matrix is to: –

- support nurses, midwives and healthcare support workers to avail of the most appropriate learning and development opportunities by signposting to various resources.
- recognise that learning and development is supported through a lifelong learning process and includes mandatory training, additional clinical education programmes, academically accredited programmes, self-directed learning along with and supported by organisational performance management and professional development plans.

provide guidance on: –

- entry into pre-registration nursing and midwifery programmes;
- what mandatory training is, who is it for, and where it can be accessed;
- what post registration academic study is, who is it for, and where courses/programmes can be accessed;
- additional learning and development resources including the HSC Clinical Education Centre (CEC), HSC Leadership Centre, Royal College of Midwives (RCM) and the Royal College of Nursing (RCN). Information will be provided on how these organisations support the learning and development of nurses and midwives.

Entry Pre-Registration Nursing and Midwifery Programmes

Mandatory Training

Post-Registration Academic Study

Clinical Education

Additional Learning and Development Resources

Entry Pre-registration Nursing and Midwifery Programmes

Nursing

Northern Ireland has 3 Universities offering Pre-registration nursing programmes. For Queens University Belfast and Ulster University, applications are via UCAS. Each university website will provide guidance on the entry criteria including which GCSE's, A-level's or further education qualifications are required. Following completion of the UCAS requirements, prospective students will be invited to an interview before being offered a place on the programme. The following links provide assistance on completion of the UCAS form and interview skills:

- Ulster University
 - [Your UCAS Personal Statement](#)
 - [Help with your application](#)
 - [Interviews](#)
- Queens University Belfast
 - [The Ultimate Guide to UCAS Applications | Student Blog | Queen's University Belfast](#)
 - [Nursing and Midwifery Interviews | Study | Queen's University Belfast](#)

The 3 Universities have developed a resource '[Becoming a Nurse in Northern Ireland](#)' with further information.

Queens University Belfast (QUB)

- **3 year undergraduate** nursing degree programme
- **2 year general entry masters (GEMS)** programme for those who hold an Honours degree in any subject and who have experience in caring.
- Programmes cover, Adult Nursing, Mental Health Nursing, Learning Disability Nursing, and Children and Young People.
- QUB Entry criteria can be found at [Undergraduate Courses | School of Nursing and Midwifery | Queen's University Belfast](#) by selecting the relevant programme.

Ulster University (UU) (Derry-Londonderry Campus)

- **3 year undergraduate** nursing degree programme
- Programmes cover Adult Nursing and Mental Health Nursing.
- Entry Criteria can be found at [Ulster University School of Nursing and Paramedic Science](#) by selecting the relevant programme.

The Open University

- 4 year undergraduate nursing degree programme in partnership with all five Health and Social Care Trusts across Northern Ireland to provide Department of Health funded student nursing opportunities for staff employed in the Trusts.
- Partnered with the independent sector to provide employer-funded places on the Pre-Registration Nursing Programme for staff employed in the independent sector.
- Programmes cover, Adult Nursing, Mental Health Nursing, Learning Disability Nursing, and Children and Young People.
- More information can be found at [The Open University Future Nurse Programmes](#)

Pre-Registration Nursing Programmes – How will you spend your time?

- Students will spend 50% of their time in University learning the latest nursing theory and clinical skills, with the other 50% with training partners in a wide variety of hospital and community settings throughout Northern Ireland.
- For those applicants applying from Northern Ireland and/or Republic of Ireland who meet the relevant criteria the programme is funded by the Department of Health to include [full tuition fees and bursary](#). These students are referred to as commissioned students. Students on this programme are ineligible to apply for funding from the Student Loans Company.
- The programme is not available on a part time basis. Teaching includes lectures, tutorials, seminars, reflective practice, role play and simulation with clinical placements throughout.
- Assessment includes practice based learning, reflective writing, assignments and exams.
- On successful completion of the programme, graduates are eligible to register with both the [Nursing and Midwifery Council \(NMC\)](#) in the UK and the [Nursing and Midwifery Board of Ireland \(NMBI\)](#) in ROI.

Mandatory Training

What it is?

- Mandatory training is the core foundation upon which registered nurses, midwives, and healthcare support workers build their clinical knowledge, professional judgement, and compassionate, person-centred care.
- It is fundamental to mitigating identified risk for all parties and ensures the protection of patients, staff, and the general public.
- Compliance with Mandatory Training reinforces the commitment of nurses, midwives, and healthcare support workers to safe, ethical and effective, evidence based practice.
- Essential education and development activities, ensures employers meet their legal obligations and prioritise the health & safety and well-being of patients, staff, and the general public when delivering high-quality, evidence based care.
- Mandatory training requirements will vary between organisations and may even vary within organisations depending on service specific requirements.

Mandatory training is sub-categorised into three areas:

- i. corporate** – training applicable to all staff regardless of role. This is due to a statutory obligation where the law defines that training must be undertaken. Examples of corporate training are Health & Safety awareness, Fire Safety awareness.
- ii. role specific** – training deemed Mandatory of all nurses, midwives and healthcare support staff. While the training title is generic- the level which is undertaken may vary depending on the role. Examples of role specific training are Adult and Children Safeguarding, Medicines Management, Life Support training, Breastfeeding.
- iii. essential/best practice** – training deemed 'Mandatory' within specific service areas or teams to facilitate service delivery. Examples of essential/best practice training are Haemovigilance, Central Venous Access, Enteral Feeding, Safety Interventions, Fetal Monitoring.

Who it's for?

Mandatory training is for all nurses, midwives and healthcare support staff, regardless of job role and must be completed in line with organisational policy.

Where a career pathway has been developed by NIPEC, information on mandatory education requirements will be included. Click here for [career pathways](#).

Where can it be accessed?

Training can be accessed:

- using a learning management system (LMS) offered by your organisation. This is an online learning system with pre-loaded programmes usually known as 'e-learning' and may offer the ability to book face to face training programmes. This method of learning provides a way to undertake required learning at a time appropriate and convenient to the learner.
- 'In-house' training is defined as a teaching activity that follows a quality assurance process in accordance with organisational policies and procedures. It is developed and delivered within the learners own organisation. Further support with [In-House Teaching Activities](#) is available via the NIPEC website.
- Education providers such as the [Clinical Education Centre \(CEC\)](#) deliver elements of mandatory training. These may practical or and theory based delivered either online or face to face.
- Organisations may access external training providers to meet organisational need.

Each organisation will have a detailed schedule of learning courses/programmes that must be undertaken in line with organisational policy. Adherence to the organisation learning schedule is a key responsibility of any staff member.

Post-Registration Academic Study

Each year a limited amount of post-registration academic study can be accessed through the Department of Health (DoH) Post-registration Nursing and Midwifery Education Commissioning Group (N&M ECG) for staff employed within HSC Trusts. It should be noted that these are commissioned based as part of strategic planning both to support workforce development and meet service needs. For further information on ECG programmes click [here](#). PDF

Additional courses and programmes are available for nurses and midwives from all organisations to self fund. Nurses and midwives may also be able to apply for grants to support further study. Examples of organisations are the [RCN Foundation](#) and [Cavell Trust](#). There may be other organisations who provide grants and funding.

When considering what post registration education is appropriate to nurses and midwives, regardless of whether it is employer or self funded education, a number of resources are available to support and inform decisions. The first step in the process should involve discussion with a line manager so that a link can be made with a nurse or midwife's personal development plan (PDP) and appraisal. In addition the [Regional Learning Needs Analysis \(LNA\) Guide and Tool](#) can support identification of current and future learning needs.

Each organisation should have a process in place, should nurses or midwives wish to apply. NIPEC has developed a [Learning Agreement and Evaluation of Learning on Practice Framework](#) for use. Discussion with a line manager and completion of the Learning Agreement is essential. It supports the nominated candidate to understand the essential academic criteria to undertake the programme, the programme commitment around academic study requirements and the expected clinical outcomes to be implemented in practice. Although the Learning Agreement was developed with a focus on those undertaking Department of Health commissioned programmes, the content is relevant to all organisations and could also be applied to non-commissioned programmes.

Types of Post-Registration Academic Study

What is Post-Registration Academic Study?

These are modules or programmes offered through universities which provide academic credit points and/or a qualification. Education is delivered at academic level 6 which is undergraduate/degree level or an academic level 7 which is postgraduate/masters level.

Nurses and midwives will be required to undertake formal assessment to successfully complete academic education. Assessment may include, assignments, exams or Objective Structured Clinical Examinations (OSCE's). It is advisable that the course/programme co-ordinator is contacted prior to application if a nurse or midwife requires clarification regarding time commitment and formal assessment requirements etc.

There are a limited number of programmes/modules commissioned by the Department of Health for staff employed within HSC Trusts however, it is also possible for nurses or midwives to self-fund their own academic study.

There are a range of course types to suit to needs of the registered nurse/midwife some of which may have a practice based learning requirement. The types of courses are;

- Stand-alone modules/credit bearing modules
- Short Courses
- Post Graduate Diploma
- Post Graduate Diploma in Specialist Practice
- Specialist Community and Public Health Nursing (SCPHN)
- Masters (MSc)
- MSc in Advanced Practice
- PhD

Applicants may be subject to an Access NI Enhanced Disclosure Check for particular professional modules or programmes.

Types of Post-Registration Academic Study

➦ [Who is Post Registration Academic Study for?](#)

➦ [What is a Stand Alone Module/Credit Bearing Module?](#)

➦ [What is a Short Course?](#)

➦ [What is a Post Graduate Diploma?](#)

➦ [What is a Post Graduate Diploma in Specialist Practice?](#)

➦ [What is a Post Graduate Diploma in Specialist Community & Public Health Nursing \(SCPHN\)?](#)

➦ [What is a Masters Degree \(MSc\)?](#)

➦ [What is a MSc in Advanced Practice?](#)

➦ [What is a PhD?](#)

Education Commissioning Group (ECG)

A limited amount of post-registration academic study can be accessed through the Department of Health (DoH) Post-registration Nursing and Midwifery Education Commissioning Group (N&M ECG) for staff employed within HSC Trusts, however it is also possible for nurses/midwives to self-fund their own academic study. Programmes can be delivered at degree level which is academic level 6 or at Post-graduate level which is academic level 7.

The DoH Post-registration N&M ECG budget is allocated on an annual basis to the Chief Nursing Officer. The budget is managed through the N&M ECG where an annual education commissioning plan is developed to support the post-registration education and development needs of the N&M workforce in line with strategic priorities and organisational workforce planning.

There are three key objectives for Post- registration education commissioning: maintaining current services, enabling transformation of services, and retention and continuous professional development of staff.

Post-registration education commissioning is cyclical process consisting of 4 key phases (see Diagram 1) which commences a minimum of one year in advance of programmes commencement.

To secure a place on a DoH commissioned post-registration education programme, requests can be submitted via the organisation's Education Lead to DoH ECG by the required timeline (usually late December/early January) each year. Requests received after the deadline cannot be considered as part of the annual ECG planning cycle.

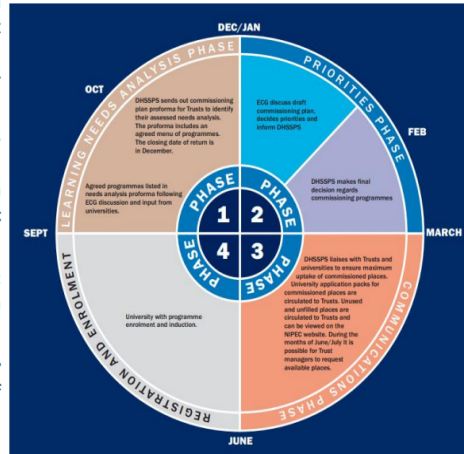


Diagram 1

Core Career Pathways

Click on the below pathway for related commissioned programmes.

N.B. under the clinical pathway there will be a number of sub-headings related to clinical areas of practice.

The information provided is for the academic year 2025/26 only.

[Operational Management](#)

[Education & Research](#)

[Clinical Practice](#)

For academic courses/programmes listed the type of course e.g. credit-bearing module, short course etc. and the academic delivery level will be stated. For a descriptor of the type of course please see the [Regional Learning and Development Matrix](#). Where a course/programme is delivered outside of NI, this information may not be readily available.

Courses/programmes may be listed in more than 1 section based on their relevance.

Clinical Practice

[Back to main menu](#)

[Generic Clinical Practice Courses – applicable to all service areas](#)

[Peri-operative](#)

[Diabetes](#)

[Mental Health](#)

[Midwifery & Women's Health](#)

[Orthopaedics](#)

[Cardiology](#)

[Dementia](#)

[Cancer & Palliative Care](#)

[Emergency & Critical Care](#)

[Respiratory](#)

[Learning Disability & Intellectual Disability](#)

[Public Health](#)

[Urology & Continence](#)

[Neuroscience](#)

[Forensics](#)

[Primary Care & Older People](#)

[Children & Young People \(CYP\)](#)

[Skin & Burns](#)

[Imaging](#)

[Other](#)

[Generic Clinical Practice Courses – applicable to all service areas](#)

Course Name	Type of Course	Academic Delivery Level	Provider
Consent and Capacity (1 Day programme)	NA	NA	RCN
Newly qualified nurse/midwife programme (4 day programme)	NA	NA	RCN
Health Assessment / Health Assessment and Clinical Reasoning	Stand alone module	Level 6 & 7	UU
Non-medical Prescribing (NMP) (V300)	Short Course/PgCert	Level 6 & 7	UU
MSc Nursing	Masters	Level 7	UU
MSc Advanced Practice - Nursing	Masters	Level 7	UU
Managing Patient Deterioration	Stand alone module	Level 6	QUB
Health Assessment	Stand alone module	Level 6	QUB
Nurse and Midwifery Prescribing Certificate (Non-Medical Prescribing)	PgCert	Level 7	QUB

[Back to main menu](#)

[Back to Clinical Practice Main Page](#)

What is a Post Graduate Diploma?

This Post Graduate Diploma aims to provide students with the knowledge, critical understanding, skills, values and resilience to manage clinical complexity and risk, be autonomous practitioners and work across organisational boundaries. Some Post Graduate Diplomas can be built upon to achieve a Masters (MSc).

It can be completed on a full time (1 academic year) or part time (2 academic years) basis. Further details of entry requirements should be confirmed with the relevant University. Applicants may be subject to an [Access NI Enhanced Disclosure Check](#) for particular professional modules.

Who is a Post Graduate Diploma for?

A Post Graduate Diploma is for nurses/midwives seeking to develop more expert knowledge and skills in a specific area of practice.

Where can a Post Graduate Diploma be accessed?

UU – [Courses at Ulster University](#)

QUB – [Continuing Professional Development | School of Nursing and Midwifery | Queen's University Belfast](#)

What is a MSc in Advanced Practice?

Students on this programme will be appointed to full-time Advanced Practice (AP) trainee posts.

The programme enables students from different fields of nursing and midwifery practice to benefit from shared learning and then contribute to improving the quality and effectiveness of health and social care provision. The MSc in Advanced Practice enables students to develop their practice, working in an advanced way to provide a more holistic care experience to benefit both the service and patient. It involves formal assessment including dissertation, along with a practice based learning element and a portfolio. Entry requirements should be confirmed with the relevant University.

Applicants will be subject to an [Access NI Enhanced Disclosure Check](#) for particular professional modules.

Who is a MSc in Advanced Practice for?

This programme is for nurses and midwives holding a degree and planning to practise as Advanced Practitioners.

Where can a MSc in Advanced Practice be accessed?

UU – [Courses at Ulster University](#)

QUB – [Continuing Professional Development | School of Nursing and Midwifery | Queen's University Belfast](#)

Clinical Education

The Clinical Education Centre

The HSC Clinical Education Centre (CEC) provides high-quality, evidence-based clinical education and professional development for Nurses, Midwives, Nursing Assistants, Midwifery Support Workers and Allied Health Professionals.

The HSC CEC is funded by the Department of Health to support the learning and development needs of the HSC workforce and those working within the wider sector, including Care Homes, GP Federations and GP Practices.

As a regional service of the Business Services Organisation (BSO), the HSC CEC operates across four regional sites across NI: Belfast, Knockbracken Healthcare Park, Antrim Area hospital, Altnagelvin and Lurgan hospital.

The HSC CEC provides a broad range of clinical education and professional practice programmes, utilising blended learning approaches which include classroom based and online learning opportunities.

To apply for CEC programmes, please visit the CEC website cec.hscni.net and create a learning profile using your email address or Access the Brochure [CEC Brochure](#)

Additional Learning and Development Resources

There are a range of additional learning and development resources in addition to mandatory training, post registration academic, and post registration clinical education. Employing organisations will have resources to support the continuing professional development of staff. If there is a topic or programme of particular interest, the first point of contact should be either a line manager or a designated person within an organisation for education.

Within HSC Trusts Organisational Development (OD) teams support vocational learning programmes such as the Open College Network (OCN) Diploma in Health and Social Care (NI) Level 2 and 3 and the OCN Level 5 Diploma in Leadership and Management in HSC. For staff employed by Independent Sector or Community and Voluntary Sector organisations these programmes may be offered via Further Education Colleges.

Open University (OU) Theory Module K102

Unison partner with the HSC Trusts and Independent Sector organisations to fund the OU Stand Alone theory module K102. This is the first module of the nursing programme and can be used towards the OU pre-reg degree programme through a process of credit migration/transfer. Students can also self-fund their K102 with OU directly.

HSC Trust OD teams along with Further Education Colleges across Northern Ireland provide Essential Skills courses. Essential Skills course help to improve :

- reading, writing, speaking and listening.
- working with numbers.
- use of computers and technology.

All Essential Skills courses are free. You can do them in a college, at work or with a community organisation at different times of the day. The classes are small and informal. In particular for OU, Essential Skills Level 2 in Literacy and Numeracy can meet the qualification equivalency requirements to support entry requirements. Details can be found at through your HSC Trust or at [Essential Skills | indirect](#)

The OU provide a wide range of modules, certificates, diplomas as well as fee CPD courses and resources;

There are 6 Further Education Colleges in Northern Ireland with courses applicable to health and social care, they are listed below.

- [Belfast Met](#)
- [From Here To Career | North West Regional College](#)
- [Northern Regional College](#)
- [South Eastern Regional College – SERC](#)
- [SWC | South West College](#)
- [Southern Regional College](#)

+ HSC Leadership Centre

+ Health and Social Care Quality Improvement (HSCQI)

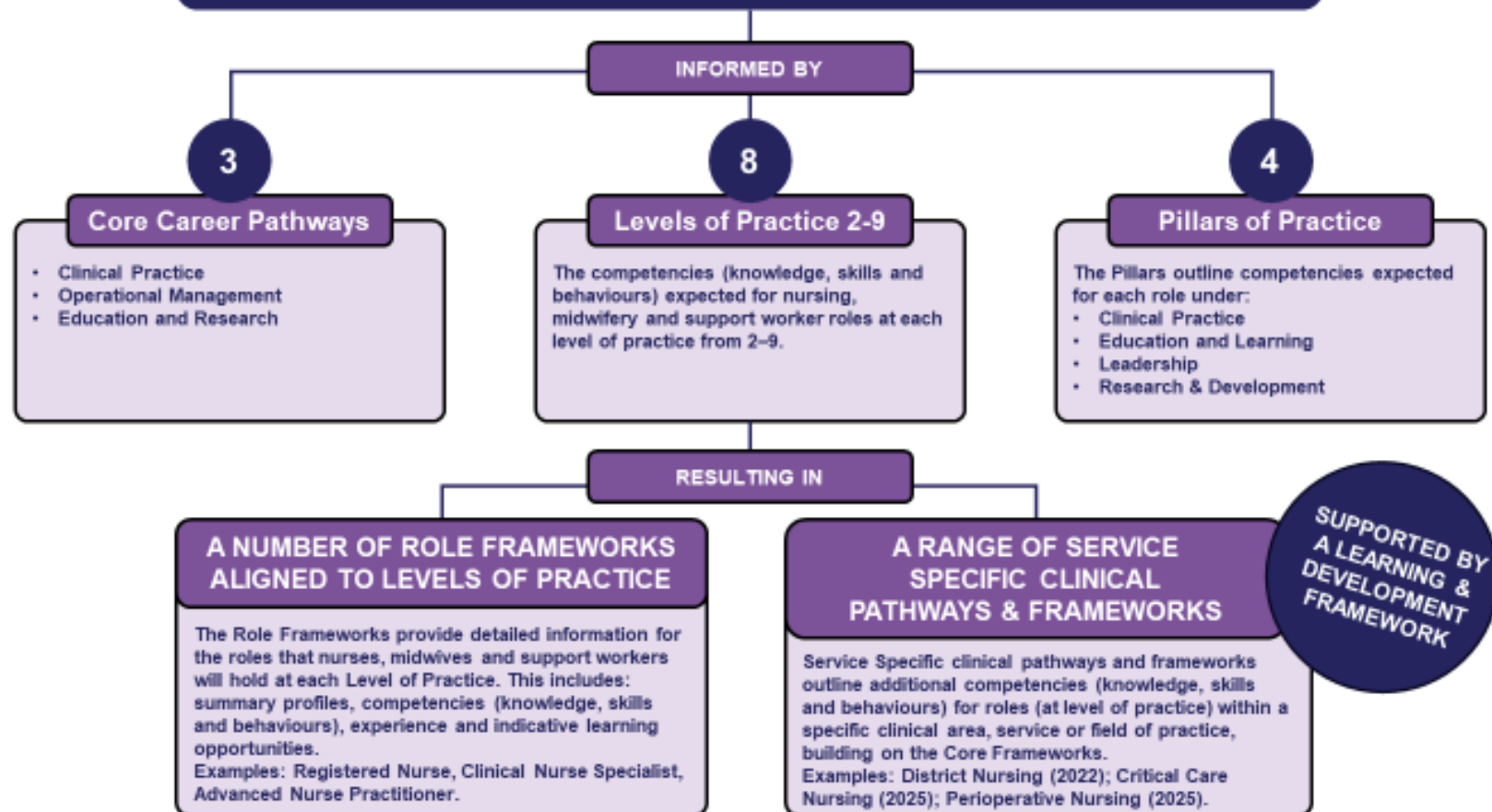
+ Royal College of Nursing (RCN)

+ Royal College of Midwifery (RCM)

+ Northern Ireland Social Care Council

MODEL SUMMARY

NI CAREER & DEVELOPMENT MODEL FOR NURSING & MIDWIFERY



Thank You for listening

<https://nursingandmidwiferycareersni.hscni.net/>?

 @NIPEC_online

 nipec.hscni.net

Northern Ireland Practice and Education
Council for Nursing and Midwifery
4th Floor | James House | 2-4 Cromac
Avenue | Belfast | BT7 2JA


NIPEC
Northern Ireland Practice

INVESTORS IN PEOPLE®
We invest in people Silver



Minister of Health

**Mike Nesbitt
Health Minister**

Inspiring Stories from Staff



Niju Baby

**Physiotherapist
Adult and Paediatric Cystic Fibrosis
BHSCT**



**NIJU BABY
PRINCIPAL
PHYSIOTHERAPIST IN CF
BCH & RBHSC
ADULT AND PAEDIATRIC CF
TEAM**

**My career journey and
professional progression in
Northern Ireland**

BACKGROUND

Born and educated in small village in Kerala, India

Completed BSc Physiotherapy in 2001 from Mahatma Gandhi University, Kerala.

Worked as a physiotherapist in musculoskeletal physiotherapy department until 2005 in Kerala

Relocated to Northern Ireland in 2005 after marriage.



CHALLENGES IN TRANSITION

- Adapting Language style / Slang barrier
- Adjusting Climate
- Cultural difference
- Understanding the Northern Ireland's history and traditions
- Registering as a physiotherapist in HCPC
- HSC Health care system
- Adapting to MDT approach working /shared decision-making process
- Balancing Professional challenges /development
- Family support and network

CAREER JOURNEY

- Started as band 3 physio technical instructor in North and West legacy community trust in 2006
- Applied for HCPC registration
- Senior 2 physiotherapist in learning disability for 3 years
- Trust amalgamation – moved out from learning disability to acute brain injury unit in Musgrave Park hospital
- Next rotation to cancer centre in BCH site
- Moved to specialist band 6 paediatric rotation
- Secured job as advanced clinical practitioner in CF in 2016
- Moved to current job as a principal physiotherapist in CF team in 2023
- Stepping out from Paediatrics after 13 years



KEY DRIVERS OF MY CARRIER PROGRESSION

- Self-learning
- Commitment to continuous professional development
- Support from mentors' and senior management team
- Development of reflective practice skills and evidence-based practise
- Willingness to embrace new challenges and challenge your own practice
- Strong personal and family support

REMEMBER



REFLECTION



- Progression required adaptability and resilience
- Importance of self- reflection and CPD
- Value of teamwork and MDT collaboration
- Providing service development and quality improvement projects
- Knowing your own limitations and areas to overcome
- Professional growth from a physiotherapy assistant to clinical leader for a regional service


- CAREER PROGRESION IS CHALLENGING JOURNEY DRIVEN BY LEARNING , REFLECTION AND YOUR WILLINGS TO STEP UP BEYOND YOUR **COMFORT ZONE**

- THANK YOU TO BELFAST TRUST PHYSIOTHERPY TEAM AND NIPEC

Sonia Thomas

Ward Manager
SEHSCT






SEEDS OF CARE

A Multicultural approach to supporting bereaved families

Ward 1B- Lagan Valley Hospital
South Eastern Health and Social Care Trust





Why This Matters

Grief is universal...

but how people express grief is deeply cultural

End-of-life care is deeply personal. Families remember:

- kindness
- respect
- dignity
- cultural understanding

But staff often feel unsure about:

- different faith traditions
- spiritual needs
- what is appropriate to offer





The Gap We Identified

On Ward 1B we found:

- Staff frequently supported grieving families
- Many were unsure about available bereavement resources
- Cultural and spiritual care caused particular anxiety

Baseline survey:

- 80% of staff lacked confidence accessing bereavement support services and were unsure about multi-cultural aspect of care.





Our Idea: Seeds of Care

We developed a Bereavement Support Box

- It evolved into two connected parts
 - 1 Core Bereavement Box
 - Practical support for staff
 - 2 Multicultural & Spiritual Support Box
 - Resources respecting diverse beliefs





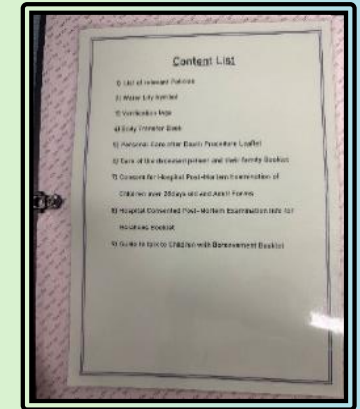
Core Bereavement Box

Includes:

- Step-by-step guide for staff
- Clear access to Trust bereavement services
- Signposting to Bereaved NI resources
- Quick reference tools

Purpose:

- ✓ clarity in emotional moments
- ✓ confidence for staff
- ✓ consistent support for families



Bereaved NI Website Guide: Staff Support for Quick Navigation

<p>CARE BEFORE DEATH</p> <p>Planning Ahead: Your LI's Your Choices: Macmillan Booklet Planning Ahead: Marie Curie Booklet Path, Spiritual and cultural handbook Organ Donation NI End of Life Planning with people with Learning Disability Pre Bereavement: Anticipatory grief: Marie Curie website Free resources on emotional support to families Community Support/Bereaving Palliative Care What is Palliative Care? Further information and useful links on Palliative Care Palliative Care Partnership Marie Curie Palliative Care Caring for someone with Terminal illness Voices for Care LGBT+ booklet: Planning for future and living with terminal illness Hospice Care NI Hospices list and links to website Hospice UK End of Life Care: Marie Curie: what is end of life? What to expect at someone's end of life LGBT+ Booklet</p>	<p>PRACTICAL SUPPORT</p> <p>Practical Steps To Take When Someone Dies <ul style="list-style-type: none"> • First Steps • Early Days • District Nurse Involvement As Palliative Care Key Worker • Burial Arrangements • Cremation • Organ And Tissue Donation • The Coroner • Coroner's Post-Mortem Examination • Consented Hospital Post-Mortem Examination • Your Loved Ones Belongings • The Funeral Director • Spiritual Support • Registering a Death • Repatriation • The Department For Communities Bereavement Service • Return Of Equipment • Meeting Funeral Costs • People <p>Financial and Legal Advice <ul style="list-style-type: none"> • NI website link for bereaved people • Parental Bereavement leave and pay • Marie Curie Benefits and finances • Things to know when arranging a funeral • Age UK, Money Advice Service and CMA information. <p>Coping With Grief <ul style="list-style-type: none"> • Thoughts and feelings associated with grief • Physical and Behavioural Changes • Talking to someone • Things to try to do and not to do </p> </p></p>	<p>BEREAVEMENT SUPPORT</p> <p>Pregnancy and Baby Loss <ul style="list-style-type: none"> • Children and Young People • Support for adults after death of child • Support for children and adults who have been bereaved <p>Adult Bereavement: <ul style="list-style-type: none"> • Cruse Bereavement Support • A Guide to Support yourself and others in grief • Marie Curie Bereavement • Autism and bereavement • Support for adults after death of a child • Dementia and bereavement • Age UK • The Good Grief Trust: help to all those in grief • At A Loss: Support and wellbeing for bereaved people • Good Grief Festival: Free virtual events about grief and loss • Compassionate communities • Traveller Community Information • WAI' Widowed and Young: Peer-to-peer support • Family Support NI • Life Beyond: Service for farm families NI • Inspire Student Hub • Good Sleep Health • Counselling Services. • Sudden and Traumatic Death • Grief when People are Moving • Bereaved By Suicide • Help for suicidal thoughts • Concerned about someone else • LGBT+UK • Switchboard and helpline • Rainbow Project • Pink Therapy • Faith Spiritual and Cultural Booklet • Pet Bereavement • Library • Coping at Christmas and holiday season when you are grieving </p></p>	<p>FOR CARERS</p> <p>Information and support for Carer's <ul style="list-style-type: none"> • Carer's NI • Coping with bereavement – Carer's UK • Support for bereaved employees - Marie Curie • Bereavement Education and Training <p>FOR PROFESSIONALS</p> <p>Bereavement education and training: <ul style="list-style-type: none"> • NI Social Care Council • Free online training from zero suicide Alliance • Innovation Hub Hospice UK • Project ECHO Improving hospice care Hospice UK - Extension of Community Healthcare Outcomes supporting knowledge sharing between professionals from across health and social care • Marie Curie – Online learning for health and social care professionals who deliver end of life • Irish Hospice Foundation – Education and training • Grief first aid training – Cruse Bereavement support • Comfort Care Guide • Bereavement journal <p>Wellbeing <ul style="list-style-type: none"> • Inspire Workplace Mental Health and wellbeing support hub • Inspire Support Hub • Managing Employee bereavement • Marie Curie receiving bereavement support in your workplace • Grief and the workplace – Cruse Bereavement • Experiencing the death of a colleague in health and social care • Guidance supporting NHS staff after the death by suicide of a colleague <p>Referral Pathways <ul style="list-style-type: none"> • Referring Children and Teenagers to Cruse Bereavement • Referring Children and Teenagers to Bereaved NI Bereavement Programme <p>Bereaved NI Network</p> </p></p></p></p>
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South Eastern Health and Social Care Trust

LAST RESPECTS FOR THOSE IN OUR CARE

First steps

- Initiate bereavement conversation with the aid of patient information leaflet
- Contact medical team to pronounce; display bereavement symbol (Water lily) found within
- Contact family/NOK to inform and patient flow co-ordinator of the death
- Provide family privacy with their loved one – offer quiet room, tea or coffee
- Provide family bereavement pack (found within), answer all questions clearly and sensitively
- Provide emotional support, use compassionate language and communicate clearly
- Offer to gather patient belongings in green bereavement bag
- Chaplain services – see ward directory for appropriate contact
- If needed, contact Bereavement Co-ordinator (They will contact family within 2-3 working days to check-in)
- Donna Louise Laird / Mob: 07834333021 / Direct Line: (025) 90553282

Information to gather

- Cremation or Burial?
- Religious or Spiritual requirements?
- Any belongings to be left with their loved one?
- Name of funeral director?

After family leaves

- Complete section A of body transfer form found within
- Prepare the body (including 3-point check) following families wishes
- Call security supervisor and see "Code A" and then provide privacy for transfer, ward curtains are drawn.
- Contact GP and inform them of death
- Encopmas: discharged as deceased/complete checklist (found in navigators, more activities, patient deceased)

After care

- Self-care - reflect, seek peer / supervisor/manager support
- Contact Bereavement Co-ordinator for counselling needs if required

Bereaved NI | Marie Curie Bereavement Support



Multicultural & Spiritual Support Box

1. Comforting Readings(QR accessible):

- Islam(Quran)
- Humanist(Poem)
- Catholic(NRSV Bible)
- Protestant(KJV Bible)
- Hinduism(Bhagavad Gita)
- Judaism(Tanakh)

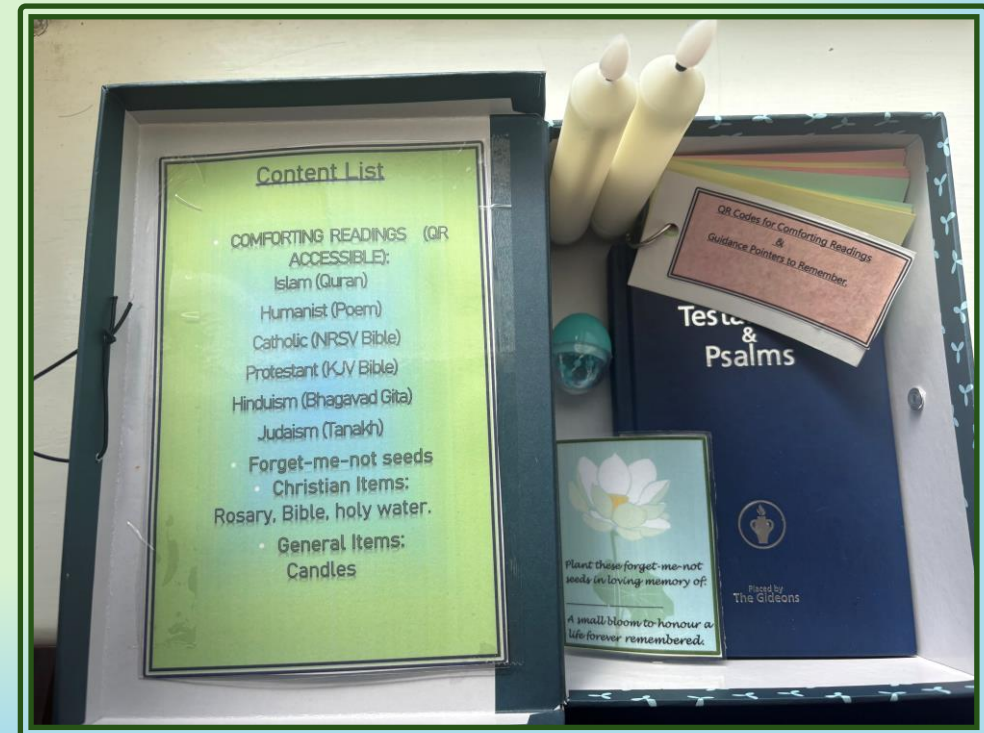
2. Forget-Me-Not Seeds

3. Christian Items:

- Rosary, Bible, Holy Water

4. General Items:

- Candle





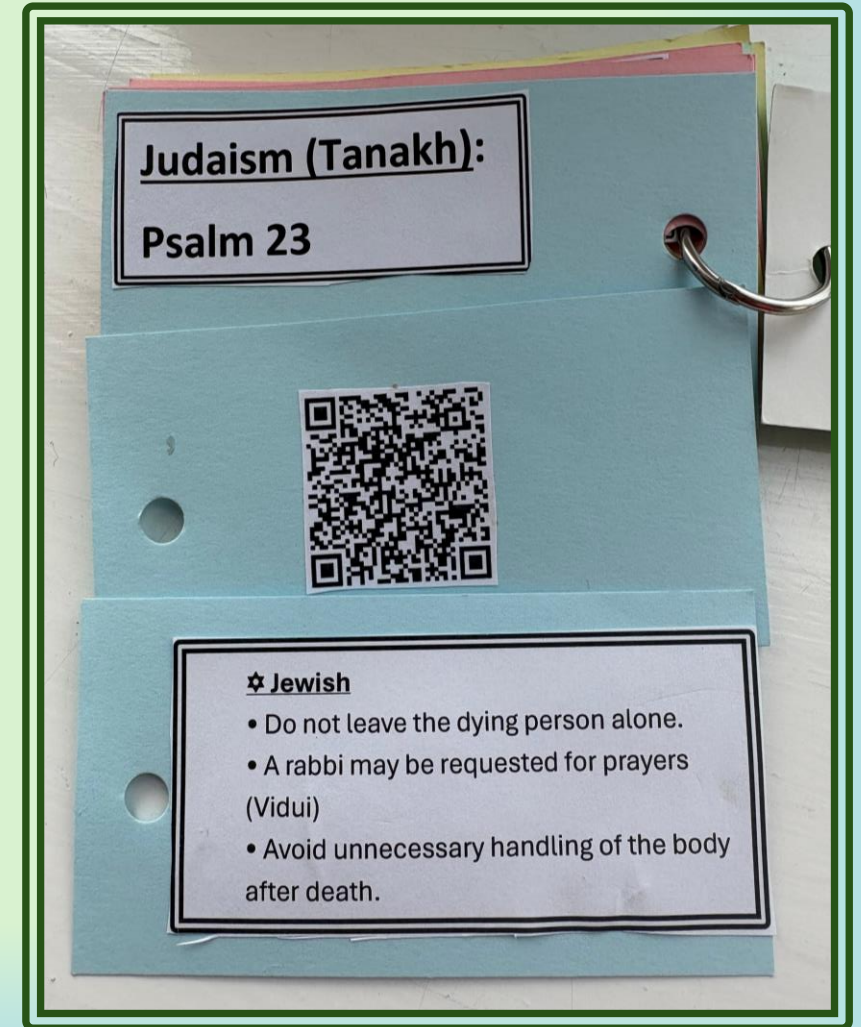
Why the QR Codes Matter

QR codes provide:

- ✓ accessible spiritual readings
- ✓ culturally relevant prayers or reflections
- ✓ support for different belief systems

Benefits:

- immediate access
- respectful inclusion
- culturally sensitive care





Forget-Me-Not Seeds

Families told us they wanted something meaningful to remember their loved one.

So we introduced Forget-Me-Not seeds.

Each pouch includes:

- seeds
- small remembrance card



Families can plant them in memory of their loved one.






Conclusion:

Grief cannot be removed.

But care can be compassionate, respectful and inclusive.

Seeds of Care ensures every family is supported in a way that honours their beliefs and their loved one.

“When words fail, kindness and remembrance can still speak.”



Twisile Salima

Midwife, WHSCT





A Professional Portfolio

My Journey as a Dual Registrant

Internationally Educated Nurse & Midwife



Presented By

Twisile Salima RN/RM



Zimbabwe



United Kingdom

My Road to Nursing in the UK

From Zimbabwe to a New Beginning



Career Opportunities

Moved to the UK seeking professional growth and new challenges in a different healthcare system.



Adult Nursing Practice

Practised as an adult nurse for 4 years, building a strong foundation in general nursing care.



Midwifery Specialisation

Specialised in Midwifery and practised for 6 years, developing expertise in maternal and newborn care.



Settling in the UK

Initially settled to work in the UK as an adult nurse because it was the available vacancy at the time.



 **Victoria Falls District Hospital**

Where my journey and passion for healthcare began in Zimbabwe.

Applying to NMC & Examinations

The Rigorous Path to Registration



MAR
14
2024

Registered Nurse (Adult)

 Placed at North West Centre for Neuro Rehabilitation

 *However, my true passion remained to work and practise as a Midwife...*

Midwifery Career Pathway

Pursuing My Passion in the UK



The Opportunity

An internal advert was released for Internationally Educated Midwives (IEM) interested in pursuing a midwifery career.



Taking the Leap

I took a leap of faith in myself, applied, interviewed, and was successful—starting the whole tedious registration exercise again.



NMC Registration Journey

Navigated Eligibility checks, CBT, and OSCE once more to prove my midwifery competencies.



Registered Midwife

Attained on 13 Oct 2025



Current Role

Working in the Antenatal Ward, fully practising as a Midwife.



My Professional Family

With midwifery colleagues and a student midwife—growing together.

Achieving My Goal

The Power of Support & Mentorship



My Champions

Pastoral Support

 **Jonah Atosh**

 **Janice McDaid**

- ✓ Provided crucial pastoral support
- ✓ Assisted with induction & social integration
- ✓ Offered kindness, advice & tips
- ✓ Guided my pathway to success



Silent Gratitude

Our Coordinator

“ A quiet appreciation for the International Nurse Coordinator who works tirelessly behind the scenes to make our transitions possible. ”



Journey Companions

Walking Together

 **Thubelihle Ndlovu**

 **Lazaih Mzungu**

- ★ Fellow IEMs on the same path
- ★ Shared the highs and lows
- ★ Mutual encouragement & study partners
- ★ Created a home away from home

Core Challenges

Navigating Professional Development in a New System



Clinical Adaptation

- > Navigating significant **practice gaps** between systems.
- > Aligning international experience with UK regulatory standards.
- > Adapting to different clinical guidelines (having to "de-learn" & relearn).



Restrictions on Tasks

- > Restrictions on tasks I was fully proficient in back home.
- > Feeling "back to square one"—no immediate recognition of prior expertise.
- > Example: **IV cannulation** requiring full local re-certification.



Communication

- > Challenges understanding diverse local accents and dialects.
- > Learning specific **medical colloquialisms** used in the UK.
- > Adapting communication style for patient-centered care in a new culture.

Embracing Advanced Technology & Growth

Embracing Advanced Technology & Growth



UK Tech

My Professional Family

Advanced Fetal Monitoring

Mastering CTG technology compared to intermittent auscultation used in resource-limited settings.



Precision

Precision Enteral Feeding

Using MedCaptain pumps for accurate nutritional support, enhancing patient safety and outcomes.

Career Growth Pathway



Clear Pathways

HSC offers structured growth from Band 5 roles to specialist positions.



Tech-Driven Growth

Rapid professional development through exposure to advanced obstetric technology.



Future Specialist Goal

Aspiring to become a Specialist Midwife in Diabetes Management (DM).

Significance of Dual Registration

The Unique Value of Being an RN & RM



Career Versatility

01

Possessing a diverse clinical range allows me to work seamlessly in both **adult nursing** and **midwifery specialized services**, adapting to workforce needs.



Broader Skill Set

02

A unique combination of expertise. I bring critical care skills from nursing into maternity, and empathetic, patient-centered care from midwifery into general practice.



Holistic Care

03

Better equipped to handle complex cases where adult health issues intersect with pregnancy. E.g., managing **Diabetes** or **Hypertension** in expectant mothers.



Professional Development

04

Provides a solid foundation for moving into **Advanced Nurse Practitioner** roles. It accelerates adaptability and ensures rapid professional growth.

“

"The transition for an international nurse/midwife is a rigorous path defined by professional courage, resilience, and unwavering diligence."



Unwavering support of employer & colleagues was instrumental.



Collaborative spirit created a successful transition.



Rewarding opportunity to work in the UK healthcare system.



Builds skills & elevates professional profile on a global scale.

★
THANK YOU 🙏

SIYABONGA | TATENDA



Bubin Bobby

**Clinical Charge Nurse
SHSCT**





MY PROFESSIONAL NURSING JOURNEY

Bubin Bobby, RN Band 6
Southern Health & Social Care Trust
Lurgan Hospital

EDUCATIONAL BACKGROUND

- Bachelor's Degree in Nursing – India
- ICU clinical experience following undergraduate training
- Master's Degree in Public Health – London
- Strong foundation in clinical practice and population health





INTERNATIONAL RECRUITMENT JOURNEY

- English language examinations
- Professional interview and documentation process
- CBT examination clearance
- Preparation for transition to NHS practice



JOINING THE SOUTHERN TRUST

- Joined Southern Trust in 2018
- Appointed as Band 5 Staff Nurse
- Transition to a new healthcare system and working culture

OSCE PREPARATION AND COMPLETION



Completed OSCE training on arrival



Strengthened clinical and practical nursing skills



Built confidence in delivering safe patient care within the NHS

INITIAL CHALLENGES

01

Learning ward
routines and
documentation
systems

02

Understanding
NHS policies and
care pathways

03

Adapting to
cultural and
professional
differences



SUPPORTIVE WORKING ENVIRONMENT

- Strong support from line manager
- Guidance and encouragement from colleagues
- Welcoming team that supported professional transition

PROFESSIONAL DEVELOPMENT



Improved clinical competence



Enhanced communication with patients and MDT



Growth in confidence, leadership, and decision-making

CAREER PROGRESSION



PROMOTED TO BAND
6 STAFF NURSE –
SEPTEMBER 2022



RECOGNITION OF
EXPERIENCE, SKILLS,
AND COMMITMENT



SIGNIFICANT
MILESTONE IN
PROFESSIONAL
CAREER

CURRENT BAND 6 RESPONSIBILITIES



Coordinating
patient care



Supporting and
mentoring junior
staff



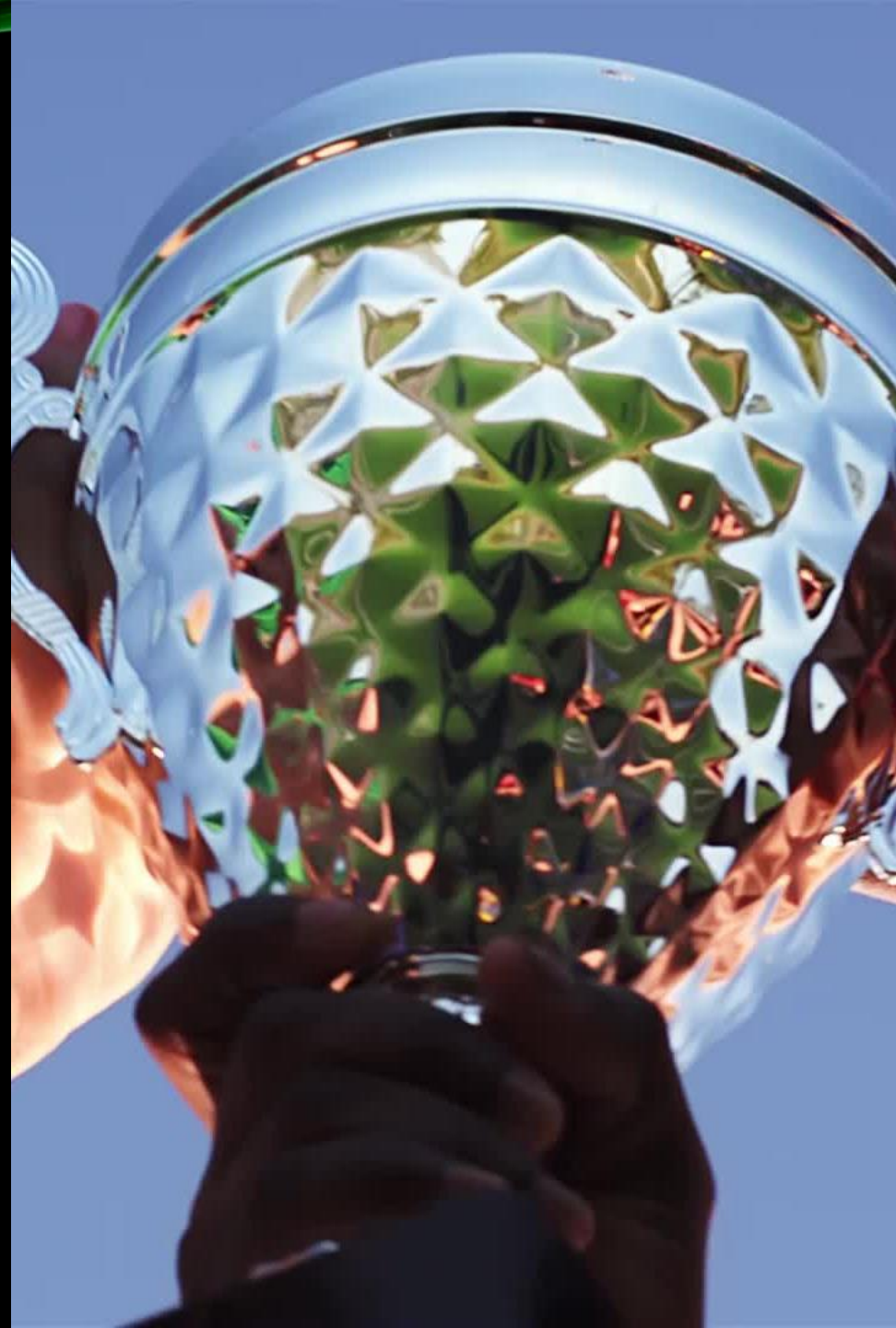
Ensuring patient
safety and quality
standards



Contributing to a
positive ward
culture

WARD ACHIEVEMENTS

- Ward received EDEL
CORR Award in 2025
- Recognition of
excellence in care
and teamwork
- Pride in being part of
a high-performing
team



IDENTIFIED CHALLENGES

Limited access to specialist education
in non-acute settings



Fewer advanced courses such as
diabetes or tissue viability



Need for expanded learning
opportunities to support career
growth



REFLECTION ON THE JOURNEY

- Moved from India to Northern Ireland
- Faced challenges with resilience and determination
- Experienced meaningful personal and professional growth



GRATITUDE

- Thankful to Southern Trust
- Grateful for managers and colleagues
- Appreciation for ongoing support and opportunities

CONCLUSION



Teamwork and support are vital in nursing



Continuous learning drives professional development



Commitment to providing high-quality patient-centred care

THANK YOU





Chukwubuikem Nzeka

**Specialist Paediatric Physiotherapist
NHSCT**



FROM NIGERIA TO NORTHERN IRELAND A JOURNEY OF HOPE, RESILIENCE & COMMUNITY

CHUKWUBUIKEM NZEKA
Specialist Paediatric Physiotherapist
NHSCT

JOURNEY HIGHLIGHTS

- Career transition from Nigeria to Northern Ireland
- Overcoming relocation challenges
- Support from colleagues and community
- Building a new home and giving back



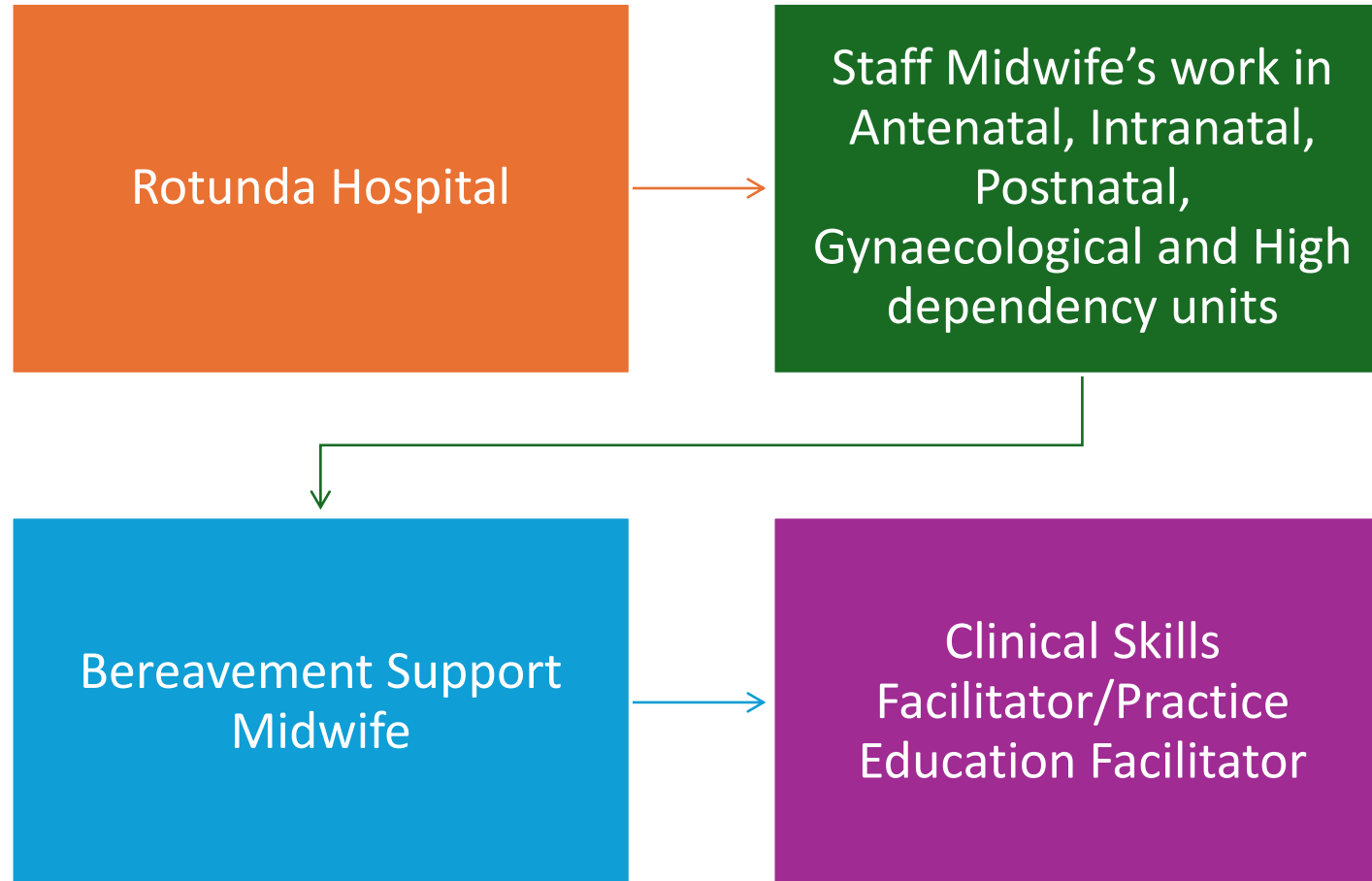


Felicity Kalu

**Midwife Lecturer
QUB**



Work Experience: Clinical Practitioner



Work Experience – Teaching & Research Dissertation Supervision

TCD from 2017
Lecturer & Clinical
Tutor in Midwifery

QUB from 2020-
Lecturer in
Midwifery
Education

Undergraduate &
Postgraduate
Dissertation
supervisions

Queens University Belfast: Leadership Roles

Previously served as Professional Midwifery Lead for Simulation - worked with colleagues across the Faculty of Medicine, Health and Life Sciences, and served as a member of the Faculty Inter-simulation Governance Group.

Prior to that role, disability officer and a member of the Steering Committee for Equality, Diversity, and Inclusion (EDI).

Current roles:

Staff Development Committee

Member and a Co-founder of the QUB's SONM Neurodiversity support group for nursing & midwifery students.

Research Interests





Summary

- My journey as an educator has been an interesting journey of ongoing personal development and professional growth
- It is important to take necessary steps and advance your career prospects towards your dream jobs.
- It is essential to remain determined and focused on your career decisions regardless of challenges of life



Thank you



LUNCH



Please return at 13:45