



**COMPETENCY-BASED
FRAMEWORK
FOR
STAFF NURSES**

Competency-based Framework for Staff Nurses

1st Edition

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Table of Contents

Contents	Page No.
Background	
About the department	4
Vision of the department	5
Mission of the department	5
Core values	5
Core functions	5
Competency based framework for the staff nurse	
Introduction	6
Purpose	7
Aim	7
Objectives	7
Framework development process	7
Structure	9
Identification of key roles.....	9
Identification of competency area	10
Identification of key competencies.....	10
Identification of behavior indicators	11
Classification of proficiency levels	16
Training needs analysis	22
Mandatory short-term programmes and learning objectives.....	42
Implementation of competency based framework.....	49
Recommendations.....	49
Conclusion	50
References.....	51

1. Background

1.1 About the Department

With the arrival of modern health care services in early 1960s, the need for nursing workforce was felt and recognized as a major contributor to health system building. Initially, nursing workforce building in Bhutan began with the on-the-job training of nine village girls. The establishment of Auxiliary Nurse Midwife (ANM) program in 1974 marked the beginning of structured pre-service education in nursing and in 1982, three and half year diploma program in General Nursing and Midwifery (GNM) was commenced at the Royal Institute of Health Science (RIHS) in Thimphu. Globally, during this period, importance on training and qualification for nursing profession was realized and the World Health Assembly passed several resolutions urging member states to strengthen nursing education and capacity (World Health Assembly, 1989, 1992, 1996, 2001b). These resolutions served as determinants for the establishment of in-service Bachelor of Nursing program in Bhutan in the year 2001. Prior to this, Bhutan had been sending students to pursue bachelor and master to other countries.

Nursing in early 1980s was limited to providing hygiene care, basic procedures, and carry out simple medical instructions. At present nurses in Bhutan, work at various capacity such as: direct care providers, nurse administrators, regulatory officers, public health program managers, infection control and quality managers, and nurse educators at the nursing institutes. Today, approximately 50% of health workforce consists of nurses with different roles in patient care in the capacities of preventive, promotive, curative, and rehabilitative nursing care and services. The current roles and responsibilities of nursing professionals deem nurses to be competent enough to meet the demands of changing health needs of population and be skilled technologically to generate or make use of best evidence based nursing practices to ensure quality nursing care. Therefore, this competency based framework aims to build nursing professionals (Staff Nurses) who are highly knowledgeable, skillful, and competent in delivering efficient and effective services of the highest standard.

1.2 Vision of the Department

Vision: Delivery of best nursing and midwifery services to the people of Bhutan

1.3 Mission of the department

- 1.3.1 Provide compassionate, safe, accessible, and equitable nursing and midwifery services to the people of Bhutan.
- 1.3.2 Enhance quality of nursing education to produce competent nursing and midwifery workforce to respond to the changing health needs of the nation.
- 1.3.3 Strengthen and consolidate nursing leadership in context to health system for policy making and monitoring.
- 1.3.4 Strengthen research capacity to enhance nursing care outcomes based on best evidence based practices.
- 1.3.5 Strengthen network and linkages for professional autonomy, collaboration, and team work.

1.4 Core Values

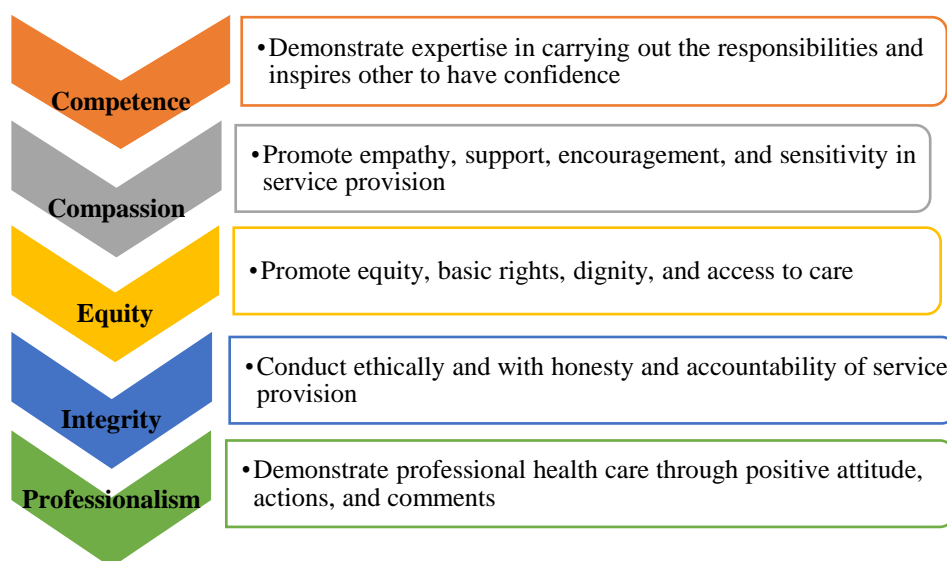


fig. 1 Core values

1.5 Core functions

- 1.5.1 Ensures provision of safe and quality care to patients.
- 1.5.2 Implements and maintains holistic nursing care process.
- 1.5.3 Ensures compliance to infection control practices.
- 1.5.4 Involves in self-development through continuous medical education.

1.5.5 Maintains effective interpersonal relationship for efficient delivery of services.

2. Competency-Based Framework for Staff Nurse

2.1 Introduction

The competency-based framework for public service aims to strengthen the capacity and capabilities of the Government agencies and public officers to implement competency based management.

It focuses on human resource development through identification of skill needs of employees, assisting continuous development and professionalism of civil servants to deliver responsibilities effectively and enhance efficiency towards achieving organizational goals. It employs heart on, hands on and head on approaches where we empathize the nurses and engages them in co creation and synthesis of comprehensive Competency-based Framework through an open mind and divergent thinking in pursuit of enhanced public service delivery.

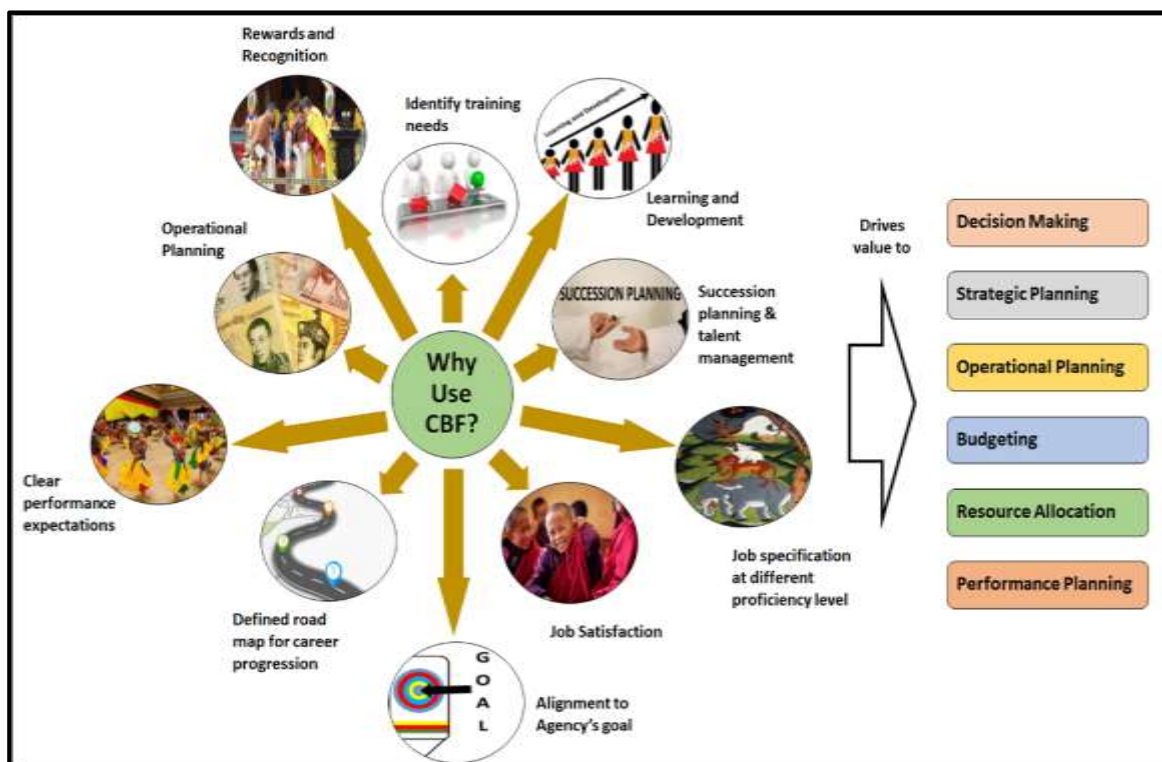


Fig. 2 Merits of the competency based framework

From 3rd May till 31st October 2021, the team constituting a technical working group from Jigme Dorji Wangchuck National Referral Hospital (JDWNRH) and RCSC developed the Competency Based Framework and Training Need Analysis for Staff Nurses through a collaborative teamwork. The competency based framework constituted of 2 Key Roles, 5

Competency Areas, 13 Key Competencies, 87 Behavioral Indicators and training need analysis associated with competency based framework.

2.2 Purpose

The CBF highlights the knowledge, skills and abilities required for the staff nurse to achieve a high level of professional competence and deliver the highest standard services. The framework is developed with the following aim and objectives.

2.3 Aim

Build a fraternity of staff nurses who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard.

2.4 Objectives

1. To outline clear roles and responsibilities of Staff Nurses for service delivery.
2. To provide safe and quality healthcare services by competent staff nurses.
3. To enhance skill and competency of staff nurses for effective delivery of safe patient care.
4. To identify performance gaps and competency development interventions for the staff nurses.

2.5 Framework Development Processes

The development of the framework involved identifying role profiles, key roles, competency areas, key competencies, behavioral indicators and proficiency levels through a rigorous consultative meeting with relevant stakeholders.

2.5.1 Role profile and key role (consultation and validation)

A google survey was done from 14th to 24th May, 2021 involving nurses and few doctors from hospitals across the country. A total of 560 nurses validated the key roles through an online survey with 96.8% of the respondents agreeing to the key roles recommended by the working team.

2.5.2 Competency area, key competencies (consultation and validation)

From 2nd to 4th June, 2021 online zoom meeting was conducted in three batches with nursing incharges and nursing staff from 38 hospitals across the country. Face-

to-face consultation and validation was done within 8th to 18th June with nursing incharges and staff of Paro, Gidakom, Punakha, Wangdue, and JDWNRH.

2.5.3 Behavior indicators and proficiency level (consultation and validation)

Behavior indicators and proficiency level were developed through expert consultation from 21st to 24th June, 2021. Face-to-face consultative meeting and validation was done with incharges and staff nurses of Paro, Gidakom, Haa, and Punakha hospitals within 29th June to 5th July, 2021. A total of 50 staff nurse representatives of wards and units of JDWNRH were consulted for validation from 9th to 10th July, 2021.

2.5.4 Training needs analysis (consultation and validation)

Training needs analysis was done through expert consultation from 20th to 24th September and through an online survey with staff nurses of Paro, Gidakom, Punakha, and Wangdue hospitals. Consultation and validation meeting with staff nurse representatives of JDWNRH was done on 29th September.

2.5.5 Consultation with Bhutan Medical and Health Council (BMHC)

The framework was presented to BMHC on 15th September, 2021 and the recommendations made on the competency area and behavior indicators were incorporated in the report.

2.5.6 Consultation with Ministry of Health (MoH)

On 6th October, 2021 the working team presented the framework to the MoH and the recommendations made on the training needs analysis were incorporated in the report.

2.6 Structure



fig 3. Mandala of competency-based framework for staff nurses

2.6.1 Identification of Key Role

The key role is an organized set of behaviors that are crucial to achieve the current and future goals of the Department of nursing. Following are the key roles expected to be performed by the staff nurse:

- a. Care provider
- b. Advocate

2.6.1.1 Description of role profile

The role profile is the description of roles that staff nurses are expected to demonstrate in achieving the outcomes of the Department of nursing. It defines outcomes and competencies for an individual role. It concentrates on outcomes rather than duties, which

provides better guidance than a job description on expectations. It does not constrain staff nurse to carry out a prescribed set of tasks

Table 1 Description of role profile

SN	Key Role	Role Description
1	Care provider	<ol style="list-style-type: none"> 1. Exhibits knowledge, skills and attitude to provide care. 2. Provides efficient, safe and timely care in compliance to nursing ethics and code of conduct. 3. Delivers quality care in adherence to national standards and guidelines.
2	Advocator	<ol style="list-style-type: none"> 1. Promotes holistic care by involving patient and family in care. management and decision making. 2. Promotes respectful and compassionate care. 3. Empowers patient towards self-care to ensure continuity of care. 4. Facilitates education and professional development builds rapport, and interpersonal relationship.

2.6.2 Identification of Competency Areas

The competency area is the clustering of key competencies by related behavior and functions of each role. It comprises a set of Knowledge, Skills and Abilities (KSA) that result in essential behaviors expected from staff nurse. The framework has identified 5 competency areas as follows: -

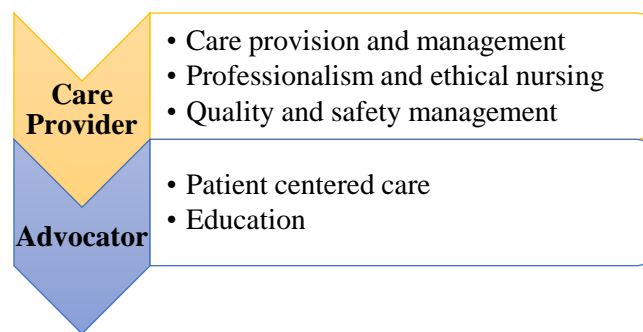


fig.4 Competency areas

2.6.3 Identification of key competencies

The key competency is an observable behavior that indicates the presence of the particular competency. Generally, it is broadly divided as core competency, leadership competency and technical or functional competency. The framework has identified key 13 competencies are presented as below: -

Table 2 Key competencies

Sl. No	Key Role	Competency Area	Key Competencies
1	1. Care Provider	1.1 Care provision & management	1.1.1 Direct patient care 1.1.2 Nursing care process
		1.2 Quality & safety management	1.2.1 Infection control practices and waste management 1.2.2 Safe and quality care
		1.3 Professionalism & ethical nursing	1.3.1 Accountability of care 1.3.2 Nursing ethics 1.3.3 Professional development
2	2. Advocator	2.1 Patient centered care	2.1.1 Holistic care 2.1.2 Communication skills 2.1.3 Conflict management and negotiation 2.1.4 Teamwork
		2.2 Education	2.2.1 Mentorship and supervision 2.2.2 Health education

2.6.4 Identification of Behavior Indicators and Proficiency Levels

The Behavioral Indicators is the description of competencies based on various proficiency levels. It outlines a collection of desired and observable motives, traits and behaviors when executing or carrying out the assigned task. It serves as a tool to guide evaluations of employee performance. The framework has identified 87 behavioral indicators.

Table 3 Behavior indicators

Competency Area	Key Competency	Behavior Indicators
Key Role 1: Care Provider		
1.1 Care provision and management	1.1.1 Direct patient care	1.1.1.1 Assesses physical needs of the patient for effective provision of care.
		1.1.1.2 Assesses psychosocial/ emotional/ spiritual needs of the patient for effective provision of care.
		1.1.1.3 Provides fundamental nursing care to promote comfort and hygiene of the patient.
		1.1.1.4 Guides in performing fundamental nursing care to promote comfort and hygiene.
		1.1.1.5 Performs basic nursing and midwifery procedures for clinical intervention.
		1.1.1.6 Guides in performing basic nursing and midwifery procedures for clinical intervention.
		1.1.1.7 Performs nursing interventions in specialized field of expertise.

		1.1.1.8 Assist in performing advanced nursing and midwifery procedures for effective clinical intervention.
		1.1.1.9 Acquires understanding of life support for prompt emergency management.
		1.1.1.10 Responds immediately to emergency situations, including launching life support procedures, for prompt management of life threatening events.
	1.1.2 Nursing care	1.1.2.1 Exhibits basic knowledge of nursing care process for effective delivery of care.
		1.1.2.2 Assist in assessment of patient for problem identification.
		1.1.2.3 Assists in nursing diagnosis for appropriate nursing intervention as per patient needs.
		1.1.2.4 Assist in planning goals and expected outcomes for effective patient care.
		1.1.2.5 Implements basic nursing interventions for appropriate patient care.
		1.1.2.6 Implements a range of procedures, treatments and interventions as planned.
		1.1.2.7 Provides individualized patient care to address the needs of patient and family, based on the current best practice.
		1.1.2.8 Establishes priorities for care in collaboration with other care providers and clients.
		1.1.2.9 Assess and re assess the patient for effective implementation of nursing care process.
		1.1.2.10 Assists in evaluating goals and client responses for timely response to patients change in condition.
		1.1.2.11 Maintains documentation of the care provided with date, name, and sign of the nurse providing the care.
		1.1.2.12 Monitors documentation of the care provided for effective nursing implementation.
		1.1.2.13 Practices effective handover of nursing implementation for continuity of safe patient care.
1.2 Quality and safety management	1.2.1 Infection control practices and	1.2.1.1 Exhibits knowledge on infection control practices and waste management.
		1.2.1.2 Complies strictly with infection control and medical waste management guideline and standard

	waste management	operating procedures for prevention of hospital acquired infections.
		1.2.1.3 Delivers care as per the standard and transmission based precautions.
		1.2.1.4 Monitors compliance to infection control practices and waste management for safety of the patient and care provide.
		1.2.1.5 Keeps records of infection control KPIs and reports for continued improvement.
		1.2.1.6 Ensures availability of required resources for infection control measures in respective health facilities.
		1.2.1.7 Participates in infection control surveillance to monitor compliance to infection control practices.
	1.2.2 Safe and quality care	1.2.2.1 Acquires knowledge on national guidelines and standards for safe care.
		1.2.2.2 Provides care in adherence to national guidelines and standards for safety of patients and care provider.
		1.2.2.3 Guides in provision of care in adherence to national guidelines and standards for safe quality care.
		1.2.2.4 Maintains equipment functionality to ensure safety for patient and care-provider.
		1.2.2.5 Assists in the development of standard operating procedures.
		1.2.2.6 Understands organization's incident reporting system for timely reporting.
		1.2.2.7 Reports incidents for corrective and preventive actions.
	1.2.2.8 Maintains record and implements corrective and preventive actions for prevention and minimization of incidences.	
	1.2.2.9 Acquires knowledge on key performance indicators for continual quality improvement.	
	1.2.2.10 Demonstrates ability to record key performance indicators for correct entry of information.	
	1.2.2.11 Reports KPI information to relevant stakeholders for continual quality improvement.	
	1.2.2.12 Assists in identifying key performance indicators for continual improvement of nursing care.	

		1.2.2.13 Assists in dissemination of quality key performance indicators for quality improvement in work area.
		1.2.2.14 Conducts quality improvement projects on patient care and safety aspects to improve service delivery.
		1.2.2.15 Assists in conducting clinical audits on nursing care and procedures to improve patient care.
1.3 Professional development	1.3.1 Accountability of care	1.3.1.1 Demonstrates knowledge on professional standards of practice for provision of care within scope of practice.
		1.3.1.2 Upholds accountability of care within scope of practice and level of competence.
		1.3.1.3 Exhibits commitment to provision of high quality, safe, and effective patient care.
		1.3.1.4 Implements plan of care within legal, ethical, and regulatory framework of nursing practice.
		1.3.1.5 Guides in implementing care within legal, ethical, and regulatory framework of nursing practice.
		1.3.1.6 Assist in monitoring implementation of care within legal, ethical, and regulatory framework of nursing practice.
	1.3.2 Ethical nursing	1.3.2.1 Understands and demonstrates the core value of a nurse for effective patient care.
		1.3.2.2 Keep abreast of nursing ethics and code of conducts for effective nursing care.
		1.3.2.3 Respect individual rights, and keep information secure and confidential in accordance with the law, ethical and regulatory frameworks.
	1.3.3 Professional development	1.3.3.1 Demonstrates ability to use information technology for better application in nursing and health care.
		1.3.3.2 Update and enhance clinical competency to deliver effective nursing care services as per the changing dynamics of the society.
		1.3.3.3 Participates and contributes to research activities to enhance knowledge.
		1.3.3.4 Seeks input from academia and practitioner specialists for the particular health issues.
		1.3.3.5 Conducts CME for development of profession in their field of expertise.

Key Role 2: Advocate		
2.1 Patient centered care	2.1.1 Holistic care	2.1.1.1 Demonstrates an ability to provide holistic care that takes into account the patient's current situation, previous experiences and life history.
		2.1.1.2 Considers the patient's rights, preferences, needs and values when planning and providing care for upholding patient's dignity.
		2.1.1.3 Collaborates with the patient, family, and other health care providers for effective and holistic decision making in relation to their healthcare.
	2.1.2 Communication skills	2.1.2.1 Understands the skills of interpersonal communication that are consistent with patient-centered care approach.
		2.1.2.2 Provides guidance to communicate effectively with patient and family for development of good rapport.
		2.1.2.3 Provides guidance to communicate effectively with patient and family for development of good rapport.
		2.1.2.4 Maintains effective communication with other health care members for holistic care approach.
		2.1.2.5 Monitors for effective communication with patient and family for identification of communication skills.
		2.1.2.6 Provides coaching on communication for development of good communication skills.
	2.1.3 Conflict management and negotiation	2.1.3.1 Acquires knowledge on conflict management and negotiation for better work relationship.
		2.1.3.2 Identifies conflict management techniques for harmonious work environment.
		2.1.3.3 Prevents and diffuses conflicts for work environment safety.
		2.1.3.4 Provides guidance on conflict management and negotiation for skill development.
	2.1.4 Teamwork	2.1.4.1 Understands the concepts and value of teamwork for effective and efficient patient care.
		2.1.4.2 Works collaboratively with other health care team with integrity and consistency for effective team work.
		2.1.4.3 Provides guidance on effective team collaboration.

		2.1.4.4 Assists in delegation of activities according to ability, level of preparation, proficiency and legal scope of practice.
2.2 Education	2.2.1 Mentorship and supervision	2.2.1.1 Understands the concept of mentorship and coaching for professional development.
		2.2.1.2 Provides coaching and guidance for enhancement of the professional development.
		2.2.1.3 Supervises basic nursing/midwifery practices and procedures for better performance of the task.
		2.2.1.4 Contributes knowledge and skill expertise to educational and professional development for preceptorship and succession planning.
	2.2.2 Health education	2.2.2.1 Understands the concepts and principles of health education for effective delivery of health care services.
		2.2.2.2 Provides basic health education for effective delivery of knowledge.
		2.2.2.3 Applies principles of learning and teaching in health education for patient and family for continuity of care.
		2.2.2.4 Provides guidance on health education for correct dissemination of information and practices.
		2.2.2.5 Monitors health education activities for effective nursing intervention.
		2.2.2.6 Develops range of health education strategies and action areas effectively for provision of education.

2.6.5 Classification of Proficiency Levels

The proficiency level is categorized based on the level of expertise. It describes the levels of a competency required to perform a specific job successfully. There is a progression of proficiencies at each level. The proficiency level of staff nurse is categorized into three levels as i) Entry (S1), ii) Experienced (SS4-SS3) and iii) Advanced (SS2-SS1). The framework has identified 87 behavioral indicators across three levels of proficiency.

The proficiency will enable individual officials to distinguish the type of competencies expected in their career path, which will give them an opportunity to enhance competency in achieving current as well future career goals. Further, the proficiency level will set a benchmark for the recruitment and deployment. The proficiency levels of each key competency are detailed below:

Table 4 Classification of proficiency levels

Key role 1: Care provider			
Competency area 1.1 Care provision and management			
Key competencies	Entry (S1)	Experienced (SS4-SS3)	Advanced (SS2-SS1)
1.1.1 Direct patient care	Assesses physical needs of the patient for effective provision of care.		
		Assesses psychosocial/emotional/spiritual needs of the patient for effective provision of care.	
	Provides fundamental nursing care to promote comfort and hygiene of the patient.		
		Guides in performing fundamental nursing care to promote comfort and hygiene.	
			Monitors fundamental nursing care activities to promote comfort and hygiene of the patient.
	Performs basic nursing and midwifery procedures for clinical intervention.		
		Guides in performing basic nursing and midwifery procedures for clinical intervention.	
		Performs nursing interventions in specialized field of expertise.	
			Assists in performing advanced nursing and midwifery procedures for effective clinical intervention.
	Acquires understanding of life support for prompt emergency management.		
	Responds immediately to emergency situations, including launching life support procedures, for prompt management of life threatening events.		
	1.1.2 Nursing care process	Exhibits basic knowledge of nursing care process for effective delivery of care.	
Assist in assessment of patient for problem identification.			
		Assists in nursing diagnosis for appropriate nursing intervention as per patient needs.	
		Assist in planning goals and expected outcomes for effective patient care.	
Implements basic nursing interventions for appropriate patient care.			
Implements a range of procedures, treatments and interventions as planned.			
		Provides individualized patient care to address the needs of patient and family, based on the current best practice.	

		Establishes priorities for care in collaboration with other care providers and clients.
		Assesses and re assess the patient for effective implementation of nursing care process.
		Assists in evaluating goals and client responses for timely response to patients change in condition.
	Maintains documentation of the care provided with date, name, and sign of the nurse providing the care.	
		Monitors documentation of the care provided for effective nursing implementation.
	Practices effective handover of nursing implementation for continuity of safe patient care.	
Competency area 1.2 Quality and safety management		
1.2.1 Infection control practices and waste management	Exhibits knowledge on infection control practices and waste management.	
	Complies strictly with infection control and medical waste management guideline and standard operating procedures for prevention of hospital acquired infections.	
	Delivers care as per the standard and transmission based precautions.	
		Monitors compliance to infection control practices and waste management for safety of the patient and care provider.
		Keeps records of infection control KPIs and reports for continued improvement.
		Ensures availabilities of required resources for infection control measures in respective health facilities.
		Participates in infection control surveillance to monitor compliance to infection control practices.
1.2.2 Safe and quality care	Acquires knowledge on national guidelines and standards for safe care.	
	Provides care in adherence to national guidelines and standards for safety of patients and care provider.	
		Guides in provision of care in adherence to national guidelines and standards for safe quality care.
		Maintains equipment functionality to ensure safety for patient and care-provider.
		Assists in the development of standard operating procedures.

	Understands organization's incident reporting system for timely reporting.
	Reports incidents for corrective and preventive actions.
	Maintains record and implements corrective and preventive actions for prevention and minimization of incidences.
	Acquires knowledge on key performance indicators for continual quality improvement.
	Demonstrates ability to record key performance indicators for correct entry of information.
	Reports KPI information to relevant stakeholders for continual quality improvement.
	Assists in identifying key performance indicators for continual improvement of nursing care.
	Assists in dissemination of quality key performance indicators for quality improvement in work area.
	Conducts quality improvement projects on patient care and safety aspects to improve service delivery.
	Assists in conducting clinical audits on nursing care and procedures to improve patient care.
Competency area 1.3 Professionalism and ethical nursing	
1.3.1 Accountability of care	Demonstrates knowledge on professional standards of practice for provision of care within scope of practice.
	Upholds accountability of care within scope of practice and level of competence.
	Exhibits commitment to provision of high quality, safe, and effective patient care.
	Implements plan of care within legal, ethical, and regulatory framework of nursing practice.
	Guides in implementing care within legal, ethical, and regulatory framework of nursing practice.
	Assists in monitoring implementation of care within legal, ethical, and regulatory framework of nursing practice.
1.3.2 Nursing ethics	Understands and demonstrates the core value of a nurse for effective patient care.

	Keeps abreast of nursing ethics and code of conducts for effective nursing care.
	Respects individual rights, and keep information secure and confidential in accordance with the law, ethical and regulatory frameworks.
1.3.3 Professional development	Demonstrates ability to use information technology for better application in nursing and health care.
	Updates and enhances clinical competency to deliver effective nursing care services as per the changing dynamics of the society.
	Participates and contributes to research activities to enhance knowledge.
	Seeks input from academia and practitioner specialists for the particular health issues.
	Conducts CME for development of profession in their field of expertise.
Key role 2: Advocator	
Competency area 2.1 Patient centered care	
2.1.1 Holistic patient care	Demonstrates an ability to provide holistic care that takes into account the patient's current situation, previous experiences and life history.
	Considers the patient's rights, preferences, needs and values when planning and providing care for upholding patient's dignity.
	Collaborates with the patient, family, and other health care providers for effective and holistic decision making in relation to their healthcare.
2.1.2 Communication skills	Understands the skills of interpersonal communication that are consistent with patient-centered care approach.
	Communicates effectively with patient and family for development of good rapport.
	Provides guidance to communicate effectively with patient and family for development of good rapport.
	Maintains effective communication with other health care members for holistic care approach.
	Monitors for effective communication with patient and family for identification of communication skills.
	Provides coaching on communication for development of good communication skills.
	Acquires knowledge on conflict management and negotiation for better work relationship.

2.1.3 Conflict management & negotiation		Identifies conflict management techniques for harmonious work environment.
		Prevents and diffuses conflicts for work environment safety.
		Provides guidance on conflict management and negotiation for skill development.
2.1.4 Teamwork	Understands the concepts and value of teamwork for effective and efficient patient care.	
	Works collaboratively with other health care team with integrity and consistency for effective team work.	
		Provides guidance on effective team collaboration.
		Assists in delegation of activities according to ability, level of preparation, proficiency and legal scope of practice.
Competency area 2.2 Education		
2.2.1 Mentorship & supervision	Understands the concept of mentorship and coaching for professional development.	
		Provides coaching and guidance for enhancement of the professional development.
		Supervises basic nursing/midwifery practices and procedures for better performance of the task.
2.2.2 Health education		Contributes knowledge and skill expertise to educational and professional development for preceptorship and succession planning.
	Understands the concepts and principles of health education for effective delivery of health care services.	
	Provides basic health education for effective delivery of knowledge.	
		Applies principles of learning and teaching in health education for patient and family for continuity of care.
		Provides guidance on health education for correct dissemination of information and practices.
		Monitors health education activities for effective nursing intervention.
		Develops range of health education strategies and action areas effectively for provision of education.

2.7 Training Needs Analysis

The Training Needs is the differences between desired capability and current capability. The Training Needs Analysis is the process of recognizing the skills gap and needs of training. It is the procedure to determine whether the training will bring out the solution to the problem. It ensures that training is targeting the correct competencies, the correct employees and the needs of the Department. The training can reduce, if not eliminate, the gap by equipping the staff nurse with knowledge and skills. It should be the shared responsibility of employee and Department to build and enhance their capability and competency.

The training needs analysis is carried out in consultation with the relevant stakeholders through interview and consultative meetings. The questionnaire consists of both closed and open-ended questions. The questionnaire is based on 87 behavioral indicators of different proficiency levels on Likert Scale of “Competent” and “Not Competent” followed by open ended questions asking the likely reasons for ‘Not Competent” and suggest interventions to address the gap. The behavioral indicators were assessed by proficiency level to identify the performance gaps.

2.7.1 Training Needs Assessment at Entry Proficiency Level

Key Role: Care Provider				
Key Competencies	Description of Proficiency Level	Performance (C/NC)	Likely reason for performance gap	Competency Building Intervention
1.1 Direct patient care	1.1.1 Assesses physical needs of the patient for effective provision of care.	Competent		
	1.1.2 Provides fundamental nursing care to promote comfort and hygiene of the patient.	Competent		
	1.1.3 Performs basic nursing procedures for clinical intervention.	Competent		
	1.1.4 Acquires understanding of life support for prompt emergency management.	Not Competent	Lack of knowledge and skill	Training on basic and advanced life support in relevant field
	1.1.5 Responds immediately to emergency situations, including launching life support procedures, for	Not Competent	Lack of skill and experience	- Training/workshop - OJT

	prompt management of life threatening events.			- Attachments
1.2 Nursing Care process	1.2.1 Exhibits basic knowledge of nursing care process for effective delivery of care.	Competent		
	1.2.2 Assists in assessment of patient for problem identification.	Not competent	Limited skill and knowledge	In-house CME & OJT
	1.2.3 Implements basic nursing interventions for appropriate patient care.	Competent		
	1.2.4 Implements a range of procedures, treatments and interventions that fall within scope of practice.	Competent		
	1.2.5 Maintains documentation of the care provided with date and sign of the nurse providing the care.	Not competent	Lack of knowledge on importance of documentation and its circumstances	- Orientation - CME - OJT
	1.2.6 Practices effective handover of nursing implementation for continuity of safe patient care.	Not competent	Lack of knowledge on importance of effective handover	- CME - OJT
1.3 Infection control practices and waste management	1.3.1 Exhibits knowledge on infection control practices and waste management.	Not competent	Limited knowledge on updates in the guidelines	- Orientation - CMEs - Workshops
	1.3.2 Complies strictly with infection control and medical waste management guideline and standard operating procedures for prevention of hospital acquired infections.	Not competent	Limited knowledge and practice	- OJT - Monitoring
	1.3.3 Delivers care as per the standard and transmission based precautions.	Not competent	Lack of knowledge and experience	- Trainings - Workshops

1.4 Safe and quality care	1.4.1 Acquires knowledge on national guidelines and standards for safe care.	Not competent	Lack of knowledge	Orientation
	1.4.2 Provides care in adherence to national guidelines and standards for safe care.	Not competent	Lack of knowledge	- Orientation - CMEs - Workshops
	1.4.3 Understands organization's incident reporting system for timely reporting.	Not competent	Lack of knowledge and experience	- Orientation - OJT - CMEs
	1.4.4 Acquires knowledge on key performance indicators for continual quality improvement.	Not competent	Lack of knowledge	Orientation
	1.4.5 Demonstrates ability to record key performance indicators for correct entry of information.	Competent		
1.5 Accountability of care	1.5.1 Demonstrates knowledge on professional standards of practice for staff nurse.	Not competent	Lack of knowledge	- Orientation - Workshops
	1.5.2 Upholds accountability of care within scope of practice and level of competence.	Competent		
	1.5.3 Exhibits commitment to provision of high quality, safe, and effective patient care.	Competent		
	1.5.4 Implements plan of care within legal, ethical, and regulatory framework of nursing practice.	Not competent	Lack of knowledge	Orientation (BMHC rules and regulations)
1.6 Nursing ethics	1.6.1 Understands and demonstrates the core value of a nurse for effective patient care.	Competent		
	1.6.2 Keeps abreast of national legal, ethical and code of conducts for effective nursing care.	Not competent	Lack of knowledge on national laws and code of conduct	Orientation
	1.6.3 Respects individual rights, and keep information	Competent		

	secure and confidential in accordance with the law, ethical and regulatory frameworks.			
1.7 Professional development	1.7.1 Demonstrates ability to use information technology for better application in nursing and health care.	Not competent	Lack of skill	Classroom teaching with practical sessions
	1.7.2 Updates and enhances clinical competency to deliver effective nursing care services as per the changing dynamics of the society.	Not competent	Evidences in health care keeps updating and needs to be reviewed regularly Lack of opportunity	- In-house CMEs - Online CMEs - Attachments - Classroom teaching - Upgradation (In-service BSc)
	1.7.3 Participates and contributes to research activities to enhance knowledge.	Not competent	Lack of knowledge	In-house CME

Key Role: Advocate

Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
2.1 Holistic patient care	2.1.1 Demonstrates an ability to provide holistic care that takes into account the patient's current situation, previous experiences and life history.	Not competent	Lack of knowledge and experience	- CMEs - OJT
	2.1.2 Considers the patient's rights, preferences, needs and values when planning and providing care for upholding patient's dignity.	Not competent	Lack of experience	OJT
2.2 Communication skills	2.2.1 Understands the skills of interpersonal communication that are consistent with patient-centered care approach.	Competent		
	2.2.2 Communicates effectively with patient and family for development of good rapport.	Not competent	Lack of skill	Classroom teaching

2.3 Conflict management and negotiation	2.3.1 Acquires knowledge on conflict management and negotiation for better work relationship.	Not competent	Lack of knowledge	- Classroom teaching - Workshops
2.4 Teamwork	2.4.1 Understands the concepts and value of teamwork for effective and efficient patient care.	Not competent	Lack of knowledge and experience	- Classroom teaching
	2.4.2 Works collaboratively with other health care team with integrity and consistency for effective team work.	Not competent	Inadequate experience and skill	
2.5 Mentorship and supervision	2.5.1 Understands the concept of mentorship and coaching for professional development.	Not competent	Lack of knowledge	Orientation/induction programme
2.6 Health education	2.6.1 Understands the concepts and principles of health education for effective delivery of health care services.	Competent		
	2.6.2 Provides basic health education for effective delivery of knowledge.	Competent		

2.7.2 Training Needs Assessment at Experienced Proficiency Level

Key Role: Care Provider				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
1.1 Direct patient care	1.1.1 Assesses physical needs of the patient for effective provision of care.	Competent		
	1.1.2. Assesses psychosocial/ emotional/ spiritual needs of the patient for effective provision of care.	Not competent	Lack of skill	In-house CME
	1.1.3 Provides fundamental nursing care to promote comfort and hygiene of the patient.	Competent		

	1.1.4 Guides in performing fundamental nursing care to promote comfort and hygiene.	Competent		
	1.1.5 Performs basic nursing and midwifery procedures for clinical intervention.	Competent		
	1.1.6 Guides in performing basic nursing and midwifery procedures for clinical intervention.	Competent		
	1.1.7 Performs nursing interventions in specialized field of nursing.	Not competent	Lack of knowledge and skill	Classroom teaching
	1.1.8 Acquires understanding of life support for prompt emergency management.	Not competent	Need to update every 2 years	Classroom teaching
	1.1.9 Responds immediately to emergency situations, including launching life support procedures, for prompt management of life threatening events.	Competent		
1.2 Nursing Care Process	1.2.1. Exhibits basic knowledge of the nursing care process for effective delivery of care.	Competent		
	1.2.2 Assists in assessment of patient for problem identification.	Competent		
	1.2.3 Assists in nursing diagnosis for appropriate nursing intervention as per patient needs.	Not Competent	Lack or limited knowledge on how to formulate nursing Diagnosis	- In house CME - OJT
	1.2.4 Implements basic nursing interventions for appropriate patient care.	Competent		
	1.2.5 Implements a range of procedures, treatments and interventions as planned.	Competent		

	1.2.6 Provides individualized patient care to address the needs of patient and family, based on the current best practices.	Not competent	Lack of knowledge and exposure on current best practices	Classroom teaching with institutional field visits
	1.2.7 Establishes priorities for care in collaboration with other care providers and clients.	Competent		
	1.2.8 Maintains documentation of the care provided with date and sign of the nurse providing the care.	Competent		
	1.2.9 Practices effective handover of nursing implementation for continuity of safe patient care.	Competent		
1.3 Infection control practices	1.3.1 Exhibits knowledge on infection control practices and waste management.	Not competent	Guidelines keeps updating to recent evidences	- Workshops - In-house CMEs
	1.3.2 Complies strictly with infection control and medical waste management guideline and standard operating procedures for prevention of hospital acquired infections.	Competent		
	1.3.3 Delivers care as per the standard and transmission based precautions.	Not competent	Lack of knowledge in times of new out break	- Workshops - Ex-country trainings - In-house CMEs
	1.3.4 Monitors compliance to infection control practices and waste management for safety of the patient and care provider.	Competent		
	1.3.5 Keeps records of infection control KPIs and reports for continued improvement.	Competent		

	1.3.6 Ensures availability of required resources for infection control measures in respective health facilities.	Competent		
1.4 Safe And Quality care	1.4.1 Acquires knowledge on national guidelines and standards for safe care.	Not competent	Limited knowledge on updates in the guidelines and standards	- Workshops - In-house CMEs
	1.4.2 Provides care in adherence to national guidelines and standards for safe care.	Competent		
	1.4.3 Guides in provision of care in adherence to national guidelines and standards for safe quality care.	Competent		
	1.4.4 Acquires knowledge on patient safety measures for safe patient care.	Competent		
	1.4.5 Exhibits knowledge on patient safety measures for safe patient care.	Competent		
	1.4.6 Maintains equipment functionality to ensure safety for patient and care-provider.	Competent		
	1.4.7 Understands organization's incident reporting system for timely reporting.	Competent		
	1.4.8 Reports incidents for corrective and preventive actions.	Not competent	Lack of knowledge	- In-house CMEs
	1.4.9 Acquires knowledge on key performance indicators for continual quality improvement.	Competent		
	1.4.10 Demonstrates ability to record key performance indicators for correct entry of information.	Competent		
	1.4.11 Reports KPI information to relevant	Competent		

	stakeholders for continual quality improvement.			
	1.4.12 Conducts quality improvement projects on patient care and safety aspects to improve service delivery.	Not competent	Lack of knowledge	- In-house CMEs - Ex-country trainings
1.5 Accountability of care	1.5.1 Demonstrates knowledge of professional standards of practice for staff nurses.	Not competent	Lack of knowledge	Workshop
	1.5.2 Upholds accountability of care within scope of practice and level of competence.	Competent		
	1.5.3 Exhibits commitment to provision of high quality, safe, and effective patient care.	Competent		
	1.5.4 Implements plan of care within legal, ethical, and regulatory framework of nursing practice.	Competent		
	1.5.5 Guides in implementing care within legal, ethical, and regulatory framework of nursing practice.	Competent		
1.6 Nursing Ethics	1.6.1 Understands and demonstrates the core value of a nurse for effective patient care.	Competent		
	1.6.2 Keeps abreast of national legal, ethical and code of conducts for effective nursing care.	Competent		
	1.6.3 Respects individual rights, and keep information secure and confidential in accordance with the law, ethical and regulatory frameworks.	Competent		
1.7 Professional development	1.7.1 Demonstrates ability to use information technology for better application in nursing and health care.	Not competent	Lack of knowledge & skill	Classroom teaching with practical sessions

	1.7.2 Updates and enhances clinical competency to deliver effective nursing care services as per the changing dynamics of the society.	Not competent	Evidences in health care keeps updating and needs to be reviewed regularly Lack of opportunity	- In-house CMEs - Online CMEs - Attachments - Classroom teaching - Upgradation (In-service BSc)
	1.7.3 Participates and contributes to research activities to enhance knowledge.	Not competent	Lack of knowledge	In-house CMEs
	1.7.4 Seeks input from academia and practitioner specialists for the particular health issues.	Competent		
Key Role:2. Advocate				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
2.1 Holistic Patient Care.	2.1.1 Demonstrates an ability to provide holistic care that takes into account the patient's current situation, previous experiences and life history.	Competent		
	2.1.2 Considers the patient's rights, preferences, needs and values when planning and providing care for upholding patient's dignity.	Competent		
	2.1.3 Collaborates with the patient, family, and other health care providers for effective and holistic decision making in relation to their healthcare.	Not Competent	Lack of knowledge on Counselling	Classroom teaching
2.2 Communication Skills	2.2.1 Understands the skills of interpersonal communication that are consistent with patient-centered care approach.	Competent		

	2.2.2 Communicates effectively with patient and family for development of good rapport.	Not competent		
	2.2.3 Provides guidance to communicate effectively with patient and family for development of good rapport.	Not competent	Lack of skill	Classroom teaching (ex-country)
	2.2.4 Maintains effective communication with other health care member for holistic care approach.	Not competent		
2.3 Conflict Management and Negotiation	2.3.1 Acquires knowledge on conflict management and negotiation for better work relationship.	Competent		
	2.3.2 Identifies conflict management techniques for harmonious work environment.	Not Competent	Lack of knowledge & skills on conflict management.	- Classroom teaching - Workshop
2.4 Team Work	2.4.1 Understands the concepts and value of teamwork for effective and efficient patient care.	Competent		
	2.4.2 Works collaboratively with other health care team with integrity and consistency for effective team work.	Competent		
	2.4.3 Provides guidance on effective team collaboration.	Not Competent	Lack of skill	Classroom teaching
2.6 Mentorship & Supervision	2.6.1 Understands the concept of mentorship and coaching for professional development.	Competent		
	2.6.2 Provides orientation and guidance for enhancement of the professional development.	Not competent	Lack of knowledge and skill	Classroom teaching
	2.6.3 Supervises basic nursing/midwifery practices and procedures for better performance of the task.	Competent		

2.7 Health Education	2.7.1 Understands the concepts and principles of health education for effective delivery of health care services.	Competent		
	2.7.2 Provides basic health education for effective delivery of knowledge.	Competent		
	2.7.3 Applies principles of learning and teaching in health education for patient and family for continuity of care.	Not Competent	Lack of knowledge	Classroom teaching
	2.7.4 Provides guidance on health education for correct dissemination of information and practices.	Competent		

2.7.3 Training Needs Assessment at Advanced Level

1.Key Role: Care Provider				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
1.1 Direct Patient Care	1.1.1. Assesses physical needs of the patient for effective provision of care.	Competent		
	1.1.2 Assesses psychosocial/ emotional/ spiritual needs of the patient for effective provision of care.	Competent		
	1.1.3 Provides fundamental nursing care to promote comfort and hygiene of the patient.	Competent		
	1.1.4 Guides in performing fundamental nursing care to promote comfort and hygiene.	Competent		
	1.1.5 .Monitors fundamental nursing care activities to promote comfort and hygiene of the patient.	Competent		

	1.1.6 Performs basic nursing and midwifery procedures for clinical intervention.	Competent		
	1.1.7 Guides in performing basic nursing and midwifery procedures for clinical intervention.	Competent		
	1.1.8 Performs nursing interventions in specialized field of expertise.	Not competent	Lack of knowledge and skill	Classroom teaching (short term courses in different specialized fields)
	1.1.9 Assists in performing advanced nursing and midwifery procedures for effective clinical intervention.	Not competent	Lack of knowledge on advanced nursing procedures.	- In-house CME & OJT - Attachment
	1.1.10 Acquires understanding of life support for prompt emergency management.	Not competent	Need to update regularly with recent updates	Classroom teaching with practical sessions
	1.1.11 Responds immediately to emergency situations, including launching life support procedures, for prompt management of life threatening events.	Competent		
1.2 Nursing Care Process	1.2.1 Exhibits basic knowledge of nursing care process for effective delivery of care.	Competent		
	1.2.2 Assists in assessment of patient for problem identification.	Competent		
	1.2.3 Assists in nursing diagnosis for appropriate nursing intervention as per patient needs.	Not competent	Lack of knowledge and experience	In-house CME
	1.2.4 Assists in planning goals and expected outcomes for effective patient care.	Not competent	Inadequate knowledge	- In-house CME - OJT
	1.2.5 Implements basic nursing interventions for appropriate patient care.	Competent		

	1.2.6 Implements a range of procedures, treatments and interventions that fall within scope of practice.	Competent		
	1.2.7 Provides individualized patient care to address the needs of patient and family, based on the current best practice.	Not competent	Lack of knowledge and exposure on current best practices	Ex-country training with institutional field visits
	1.2.8 Establishes priorities for care in collaboration with other care providers and clients.	Competent		
	1.2.9 Assesses and re assess the patient for effective implementation of nursing care process.	Competent		
	1.2.10 Assists in evaluating goals and client responses for timely response to patients change in condition.	Not competent	Lack of knowledge	- In-house CME - OJT
	1.2.11 Maintains documentation of the care provided with date and sign of the nurse providing the care.	Competent		
	1.2.12 Monitors documentation of the care provided for effective nursing implementation.	Competent		
	1.2.13 Practices effective handover of nursing implementation for continuity of safe patient care.	Competent		
1.3 Infection Control Practices	1.3.1. Exhibits knowledge on infection control practices and waste management.	Not competent	Guidelines keeps updating to recent evidences	- In-house CME - Workshop - Ex-country for link nurses
	1.3.2. Complies strictly with infection control and medical waste management guideline and standard operating procedures for prevention of hospital acquired infections.	Competent		
	1.3.3 Monitors compliance to infection control practices and	Competent		

	waste management for safety of the patient and care provider.			
	1.3.4 Delivers care as per the standard and transmission based precautions.	Not competent	Lack of knowledge on new disease outbreaks	- In-house CME - Workshop - Ex-country training for link nurses
	1.3.5 Keeps records of infection control KPIs and reports for continued improvement.	Competent		
	1.3.6 Ensures availabilities of required resources for infection control measures in respective health facilities.	Competent		
	1.3.7 Participates in infection control surveillance to monitor compliance to infection control practices.	Not competent	Lack of knowledge	- In-house CME - Ex-country training with institutional field visit
1.4 Safe & Quality Care	1.4.1. Acquires knowledge on national guidelines and standards for safe care.	Not competent	Guidelines keeps updating	Workshops
	1.4.2. Provides care in adherence to national guidelines and standards for safe care.	Competent		
	1.4.3. Guides in provision of care in adherence to national guidelines and standards for safe quality care.	Competent		
	1.4.4 Maintains equipment functionality to ensure safety for patient and care-provider.	Competent		
	1.4.5 Assists in the development of standard operating procedures.	Competent		
	1.4.6 Understands organization's incident reporting system for timely reporting.	Competent		
	1.4.7 Reports incidents for corrective and preventive actions.	Competent		

	1.4.8 Maintains record and implements corrective and preventive actions for prevention and minimization of incidences.	Competent		
	1.4.9 Acquires knowledge on key performance indicators for continual quality improvement.	Competent		
	1.4.10 Demonstrates ability to record key performance indicators for correct entry of information.	Competent		
	1.4.11 Reports KPI information to relevant stakeholders for continual quality improvement.	Competent		
	1.4.12 Assists in identifying key performance indicators for continual improvement of nursing care.	Not competent	Lack of experience	Workshops
	1.4.13 Assists in dissemination of quality key performance indicators for quality improvement in work area.	Competent		
	1.4.14 Conducts quality improvement projects on patient care and safety aspects to improve service delivery.	Not competent	Lack of knowledge	- In-house CME - Ex-country training
	1.4.15 Assists in conducting clinical audits on nursing care and procedures to improve patient care.	Not competent	Lack of knowledge and experience	- In-house CME - Ex-country training with institutional field visit
1.5 Accountability of Care	1.5.1 Demonstrates knowledge on professional standards of practice for staff nurse.	Not competent	Lack of knowledge	Workshops
	1.5.2 Upholds accountability of care within scope of practice and level of competence.	Competent		
	1.5.3 Exhibits commitment to provision of high quality,	Competent		

	safe, and effective patient care.			
	1.5.4 Implements plan of care within legal, ethical, and regulatory framework of nursing practice.	Competent		
	1.5.5 Guides in implementing care within legal, ethical, and regulatory framework of nursing practice.	Competent		
	1.5.6 Assists in monitoring implementation of care within legal, ethical, and regulatory framework of nursing practice.	Competent		
1.6 Nursing Ethics	1.6.1 Understands and demonstrates the core value of a nurse for effective patient care.	Competent		
	1.6.2 Keeps abreast of national legal, ethical and code of conducts for effective nursing care.	Competent		
	1.6.3 Respects individual rights, and keep information secure and confidential in accordance with the law, ethical and regulatory frameworks.	Competent		
1.7 Professional development	1.7.1 Demonstrates ability to use information technology for better application in nursing and health care.	Not competent	Lack of knowledge and skill	Classroom teaching
	1.7.2 Updates and enhances clinical competency to deliver effective nursing care services as per the changing dynamics of the society.	Not competent	- Evidences in health care keeps updating and needs to be reviewed regularly - Lack of opportunity	- In-house CMEs - Online CMEs - Attachments - Classroom teaching - Upgradation (In-service BSc)
	1.7.3 Participates and contributes to research activities to enhance knowledge.	Not competent		

	1.7.4 Seeks input from academia and practitioner specialists for the particular health issues.	Competent		
	1.7.5 Conducts CME for development of profession in their field of expertise.	Competent		
2. Key Role: Advocate				
Key Competencies	Description of Proficiency Level	Performance (competent/Not competent)	Likely reason for performance gap	Competency Building Intervention
2.1 Holistic Patient Care	2.1.1 Demonstrates an ability to provide holistic care that takes into account the patient's current situation, previous experiences and life history.	Competent		
	2.1.2 Considers the patient's rights, preferences, needs and values when planning and providing care for upholding patient's dignity.	Competent		
	2.1.3 Collaborates with the patient, family, and other health care providers for effective and holistic decision making in relation to their healthcare.	Competent		
2.2 Communication Skills	2.2.1 Understands the skills of interpersonal communication that are consistent with patient-centered care approach.	Competent		
	2.2.2 Communicates effectively with patient and family for development of good rapport.	Not competent	Lack of skill	Ex-country training
	2.2.3 Provides guidance to communicate effectively with patient and family for development of good rapport.	Not competent		
	2.2.4 Maintains effective communication with other health care member for holistic care approach.	Not competent		

	2.2.5 Monitors for effective communication with patient and family for identification of communication skills.	Competent		
	2.2.6 Provides coaching on communication for development of good communication skills.	Competent		
2.3 Conflict Management and Negotiation.	2.3.1 Acquires knowledge on conflict management and negotiation for better work relationship.	Competent		
	2.3.2 Identifies conflict management techniques for harmonious work environment.	Not competent	Lack of knowledge and skill	- Classroom teaching - Workshops
	2.3.3 Prevents and diffuses conflicts for work environment safety.	Not competent		
	2.3.4 Provides guidance on conflict management and negotiation for skill development.	Not competent		
2.4 Team Work	2.4.1 Understands the concepts and value of teamwork for effective and efficient patient care.	Competent		
	2.4.2 Works collaboratively with other health care team with integrity and consistency for effective team work.	Competent		
	2.4.3 Provides guidance on effective team collaboration.	Competent		
	2.4.4 Assists in delegation of activities according to ability, level of preparation, proficiency and legal scope of practice.	Competent		
2.6 Mentorship and Supervision	2.6.1 Understands the concept of mentorship and coaching for professional development.	Competent		
	2.6.2 Provides orientation and guidance for enhancement of the professional development.	Not competent	Lack of knowledge and skill	Classroom teaching
	2.6.3 Supervises basic nursing and midwifery practices and	Competent		

	procedures for better performance of the task.			
	2.6.4 Contributes knowledge and skill expertise to educational and professional development for preceptorship and succession planning.	Competent		
2.7 Health Education	2.7.1 Understands the concepts and principles of health education for effective delivery of health care services.	Competent		
	2.7.2 Provides basic health education for effective delivery of knowledge.	Competent		
	2.7.3 Applies principles of learning and teaching in health education for patient and family for continuity of care.	Not competent	Lack of knowledge	Classroom teaching
	2.7.4 Provides guidance on health education for correct dissemination of information and practices.	Competent		
	2.7.5 Monitors health education activities for effective nursing intervention.	Competent		
	2.7.6 Develops range of health education strategies and action areas effectively for provision of education.	Not competent	Inadequate/ lack of knowledge	In-house OJT

2.8. Mandatory Short-term Programmes and Learning Objectives

The framework has highlighted the likely reasons for the gaps and interventions were proposed above. In order to provide a capacity building program, the following are the expected learning objectives. The respective proficiency level officials will be able to achieve the objectives mentioned against each of the training.

Entry Proficiency Level			
Sl. #	Training/Intervention	Methods of Intervention	Learning Objectives
1	<p><u>Orientation on relevant Policy, Rules & Regulation:</u></p> <ul style="list-style-type: none"> ● CSAB 2010 ● BCSR 2018 ● BMHC regulations 2005 ● Disciplinary proceedings for Malpractice and Negligence Regulations 2009 ● Standard of practice ● Scope of practice ● Nursing ethics and code of conduct ● Organization's vision, mission, key performance indicator, incident reporting system ● Standards and guidelines (infection control, patient safety, other relevant guidelines) ● Concept of mentorship and coaching 	Institute and implement a standard In-house orientation to new recruits	Nurses will gain knowledge on relevant policy, rules and regulations and comply to it
2	<p>Management of emergency situations and skills update</p> <ul style="list-style-type: none"> ● Basic Life Support in adult, neonate, pediatrics, and obstetrics ● Advanced Cardiac Life Support in adult, neonate, pediatrics, and obstetrics ● Emergency management of obstetrics and newborn care 	Classroom Trainings with practical sessions (In Country)	Nurses will be able to manage and respond to emergency situations at any given time
3	Training on therapeutic communication	Classroom teaching (ex-country)	Nurses will be able to communicate effectively with patients, family, and other health care worker
4	Training on conflict management and teamwork	Classroom teaching (In-country)	Nurses will be able to prevent conflicts in the work area and work in team

5	Training on advanced ICT	Classroom teaching with practical sessions (in-country) – Management institutes	Nurses are competent and confident users of ICT and are able to utilize the knowledge and skills gained in the upcoming ICT model of health system
6	Training on implementation of patient safety measures	Classroom teaching with institutional field visit (ex-country)	Nurses will be able to implement patient safety measures for safe patient care
7	Workshops on <ul style="list-style-type: none"> • Infection control practices • Hospital waste management • Patient safety measures • Stress management and mindfulness • National guidelines and standards 	In country	Nurses gain knowledge on various guidelines and standards for effective implementation
8	Attachments <ul style="list-style-type: none"> • Enhance clinical competency (delivery, ICUs, emergency, pediatrics, dialysis) 	In-country attachments in relevant hospitals	Nurses will be able to gain clinical exposure and update clinical competency
9	In house CMEs <ul style="list-style-type: none"> • Infection control guidelines and SOPs • Patient safety guidelines • Departmental SOPs • Patient handover • Basic research • Holistic care approach • Health education topics 	In-house continual medical education for knowledge and skills update	Nurses are up to date with guidelines, standards,
10	On-Job-training <ul style="list-style-type: none"> • Compliance to infection control practices • Nursing care process (assessment) and documentation of nursing care implementations • Handover of nursing care • Patient/family centered care • Team work • Health education • Incident reporting system 	In-house on-job-training for implementation of CMEs	Nurses will learn through guidance and constant monitoring
11	Online CMEs (relevant topics in their field of practice)	Online mode learning	Nurses are up-to-date with current best evidences to be applied in patient care

Experienced Proficiency Level			
Sl. #	Methods of Intervention/Training Requirement	Method of Intervention	Learning Objectives
1	<p><u>Orientation on relevant Policy, Rules & Regulation:</u></p> <ul style="list-style-type: none"> Organizations vision, mission, key performance indicator, incident reporting system SOPs and guidelines in place 	Institute and implement a standard In-house orientation to recruits through lateral transfer	Nurses will be aware about the parent agency/hospitals KPIs, incident reporting systems, and SOPs and guidelines.
2	<p>Specialization training in different fields of nursing</p> <ul style="list-style-type: none"> Certificate course for ICUs (AICU, NICU, PICU) Certificate course in dialysis 	Classroom teaching (in-country)	Nurses will be able to work in their field of specialization
3	<p>Specialization training in different fields of nursing</p> <ul style="list-style-type: none"> Palliative nursing Oncology nursing ECHO and ECG Endoscopy Cath lab Community health nursing 	Classroom teaching (ex-country)	Nurses will be able to work in their field of specialization
4	<p>Management of emergency situations and skills update</p> <ul style="list-style-type: none"> Basic Life Support in adult, neonate, pediatrics, and obstetrics Advanced Cardiac Life Support in adult, neonate, pediatrics, and obstetrics Emergency management of obstetrics and newborn care 	Classroom teaching (in-country)	Nurses will be able to manage and respond to emergency situations at any given time
5	Training on therapeutic communication	Classroom teaching (ex-country)	Nurses will learn be able to apply the knowledge and skill gained to maintain effective communication with patient/family and other health care providers
6	Training on conflict management and teamwork	Classroom teaching (In-country)	Nurses will be able to prevent conflicts in the work area and work in team
7	Training on advanced ICT	Classroom teaching with practical sessions (in-country)	Nurses are competent and confident users of ICT and are able to utilize the knowledge and skills gained in the upcoming ICT model of health system

8	Mentorship training	Classroom teaching	Nurses will be able to mentor and provide coaching to novice nurses
9	Infection control training for link nurses	Classroom teaching with institutional field visit (ex-country)	Link nurses will gain knowledge on infection control practices and impart it to other colleagues
10	Training on implementation of patient safety measure	Classroom teaching with institutional field visit (ex-country)	Nurses will gain knowledge and implement patient safety measures for safety of the patient
11	Training on different methodologies for quality improvement projects	Classroom teaching (both in and ex-country)	Nurses will be able to carry out different quality improvement projects to improve patient care
12	Training on patient representation and counseling	Classroom teaching (in-country)	Nurses will be able to represent patient effectively for better decision making
13	Training and clinical exposure to current best practices	Classroom teaching with institutional field visit (ex-country)	Nurses learn about current best practices and implement it in our set-up for better patient care
14	Training on quality improvement projects	Classroom teaching (ex-country)	Nurses learn different methodologies of quality improvement projects and carry out in improving nursing care
14	Knowledge update through attending conferences and seminars related to patient safety and other related areas	Conferences/seminar (both in and ex-country)	Nurses learn recent updates in various topics and can implement it in our setup for better patient care
15	Workshops on <ul style="list-style-type: none"> - Infection control practices - Waste management - Communicable diseases and new disease outbreak - Sensitization on national standards and guidelines - Sensitization on professional standard of practice - Sensitization on scope of practice - Patient safety guidelines - Stress management and mindfulness 	Workshops (in-country)	Nurses are aware about different guidelines and standards and implement it in their field of practice
16	In-house CMEs and OJT	In-house CME and OJT	Nurses are up to date with standards, guidelines, and

	<ul style="list-style-type: none"> - Aspect of mental health in patient care - Nursing care process - Sensitization on departmental standards and guidelines - Infection control guidelines and waste management - Patient safety guidelines - Quality improvement projects - Recent updates in health care - Basic research and methodology 		recent evidences for better application in their field of work
17	Clinical competency update	Attachments in relevant hospitals (ICUs, delivery, emergency, pediatrics)	Nurses will be able to apply the knowledge and skills gained in their respective hospitals
18	Knowledge update	Online CMEs	Nurses are up to date with recent updates in their field of practice and implement it

Advanced Proficiency Level

Sl. #	Methods of Intervention/Training Requirement	Method of Intervention	Learning Objectives
1	<u>Orientation on relevant Policy, Rules & Regulation:</u> <ul style="list-style-type: none"> • Organizations vision, mission, key performance indicator, incident reporting system • SOPs and guidelines in place 	Institute and implement a standard In-house orientation to recruits through lateral transfer	Nurses will be aware about the parent agency/hospitals KPIs, incident reporting systems, and SOPs and guidelines.
2	Specialization in different fields of nursing <ul style="list-style-type: none"> • Certificate course for ICUs (AICU, NICU, PICU) • Certificate course in dialysis 	Classroom teaching (in-country)	Nurses will be able to work in their field of specialization
3	Specialization in different fields of nursing <ul style="list-style-type: none"> • Palliative nursing • Oncology nursing • ECHO and ECG • Endoscopy • Cath lab • Community health nursing 	Classroom teaching (ex-country)	Nurses will be able to work in their field of specialization
4	Management of emergency situations and skills update <ul style="list-style-type: none"> • Basic Life Support in adult, neonate, pediatrics, and obstetrics 	Classroom teaching (in-country)	Nurses will be able to manage and respond to emergency situations at any given time

	<ul style="list-style-type: none"> Advanced Cardiac Life Support in adult, neonate, pediatrics, and obstetrics Emergency management of obstetrics and newborn care 		
5	Training on therapeutic communication	Classroom teaching	Nurses will learn be able to apply the knowledge and skill gained to maintain effective communication with patient/family and other health care providers
6	Training on conflict management and teamwork	Classroom teaching (In-country)	Nurses will be able to prevent conflicts in the work area and work in team
7	Training on advanced ICT	Classroom teaching with practical sessions (in-country)	Nurses are competent and confident users of ICT and are able to utilize the knowledge and skills gained in the upcoming ICT model of health system
8	Mentorship training	Classroom teaching	Nurses will be able to mentor and provide coaching to novice nurses
9	Infection control training for link nurses	Classroom teaching with institutional field visit (ex-country)	Link nurses will gain knowledge on infection control practices and impart it to other colleagues
10	Infection control surveillance	Classroom teaching with institutional field visit	Nurses are able to learn and perform infection control surveillance in their respective hospitals for better compliance
11	Training on implementation of patient safety measure	Classroom teaching with institutional field visit (ex-country)	Nurses will gain knowledge and implement patient safety measures for safety of the patient
12	Training on different methodologies for quality improvement projects	Classroom teaching (both in and ex-country)	Nurses will be able to carry out different quality improvement projects to improve patient care
13	Training on patient representation and counseling	Classroom teaching (in-country)	Nurses will be able to represent patient effectively for better decision making
14	Training on clinical audit	Classroom teaching with institutional	Nurses are competent in conducting clinical audits on nursing care and procedures

		field visit (both in and ex-country)	
15	Training on quality improvement projects	Classroom teaching	Nurses are able to learn different methodologies on quality improvements projects and carry out in improving nursing care and procedures
16	Training and clinical exposure to current best practices	Classroom teaching with institutional field visit (ex-country)	Nurses learn about current best practices and implement it in our set-up for better patient care
17	Knowledge update through attending conferences and seminars related to patient safety and other related areas	Conferences/seminar (both in and ex-country)	Nurses learn recent updates in various topics and can implement it in our setup for better patient care
18	Workshops on <ul style="list-style-type: none"> - Infection control practices - Waste management - Communicable diseases and new disease outbreak - Sensitization on national standards and guidelines - Sensitization on professional standard of practice - Sensitization on scope of practice - Patient safety guidelines - Stress management and mindfulness - KPI 	Workshops (in-country)	Nurses are aware about different guidelines and standards and implement it in their field of practice
19	In-house CMEs and OJT <ul style="list-style-type: none"> - Aspect of mental health in patient care - Nursing care process - Sensitization on departmental standards and guidelines - Infection control guidelines and waste management - Patient safety guidelines - Quality improvement projects - Recent updates in health care - Basic research and methodology - Advanced nursing procedures 	In-house CME and OJT	Nurses are up to date with standards, guidelines, and recent evidences for better application in their field of work
20	Clinical competency update and advanced nursing procedures	Attachments in relevant hospitals	Nurses will be able to apply the knowledge and skills

		(ICUs, delivery, emergency, pediatrics)	gained in their respective hospitals
21	Knowledge update	Online CMEs	Nurses are up to date with recent updates in their field of practice and implement it

2.8.1 Proposed Long-term Programme

Programme	Number of Slots
Specialization in nurse anesthetist	

3. Implementation of Competency based Framework

The implementation of training and other intervention has to be based on the mandatory **programmes/interventions** listed under section under the training needs analysis (Section 2.8) of this document. The mandatory list of training/intervention includes all the programmes against the behavior indicators that are found to be “Not Competent” under the Training Needs Analysis. However, for implementation, it has to be prioritized based on the following:

- a. Annual prioritization
- b. Most critical area of intervention
- c. Rationalization of selection of participants
- d. Availability of the resource allocation

Implementation has to be initiated and spearheaded by the concerned department or parent agency in close coordination and collaboration with respective HR Division.

4. Recommendations

- a. Roll out of the competency based framework to be done once endorsed in phased manner.
- b. Develop assessment/measurement tool to assess the competencies.
- c. Initiate competency exams for license renewal.
- d. Training impact assessment to be instituted.
- e. Develop monitoring system to ensure implementation of the competency based framework in different occupational groups.

5. Conclusion

The Competency Based Framework for staff nurses is developed to enhance the professional knowledge and skill to enable them to deliver effective and efficient nursing care and services. The objective of this framework is to outline clear roles and responsibilities of staff nurses; identify performance gaps and competency development interventions; enhance skill and competency for effective delivery of safe and high quality care.

The CBF working team developed this framework through a rigorous consultative meeting with relevant stakeholders in the process of identifying 2 key roles; 5 competency areas; 13 key competencies; 87 behavioral indicators for the three different proficiency levels of the staff nurse. The training need analysis showed requirement of various short and long-term training courses based on current practices.

Overall, this framework is expected to serve as a comprehensive tool to strengthen the capacity and capabilities of the staff nurses through continuous professional development.

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