

EFN Workforce Matrix on the Three Categories of Nursing Care and key principles for the development of HCAs

	General Care Nurse (RN)	Specialist Nurse (SN)	Advanced Practice Nurse (APN)
Definition <i>(in line with ICN definitions and modernised Directive 2005/36/EU, Directive 2013/55/EU)</i>	A regulated health care professional who works autonomously and in collaboration with others and who has completed a nursing education programme and is qualified and authorised in his/her country to practise as a general care nurse. Has successfully completed a programme of education approved by the nursing board/council; has passed the required assessments established by the nursing board/council for entry into the profession; continues to meet the standards of the nursing board/council (ref. art 31, modernised Directive 2005/36/EC)	A nurse prepared on advanced level/ higher level, and authorised to practice as a specialist with the expertise in a particular field of nursing.	An advanced practice nurse is authorised for practice at an advanced level of nursing and healthcare delivery. The specific characteristics of the role are shaped by the context and/or country in which they are accredited to practice.
Work Development	<u>Modernised Directive 2005/36/EC: Art 31</u>	<u>EFN Country Report on 3 Categories in Nursing Care</u>	<u>EFN Country Report on 3 Categories in Nursing Care + ENS4Care WP4 + OECD + EFN survey on APN (2022) and report (2023)</u>
Core Competences	<ul style="list-style-type: none"> To independently diagnose the nursing care required using current theoretical and clinical knowledge and to plan, organise and implement nursing care when treating patients on the basis of the knowledge and skills acquired in order to improve professional practice. To work together effectively with other actors in the health sector, including participation in the practical training of health personnel on the basis of the knowledge and skills acquired. To empower individuals, families and groups towards healthy lifestyles and self-care on the basis of the knowledge and skills acquired. To independently initiative life-preserving measures and to carry out measures in crises and disaster situations. To independently give advice to, instruct and support persons needing care and their attachment figures; To independently assure quality of and to evaluate nursing care. 	<ul style="list-style-type: none"> To analyse complex clinical problems with the use of relevant knowledge, diagnose, initiate and evaluate treatment for patients in a multi professional arena, within the field of specialisation following agreed protocols. To operate within an extended practice role in order to carry out advanced treatment, diagnostic and invasive interventions as related to the field of specialisation. To identify health promotion and education needs for patients within the field of specialisation and develop and implement strategies as appropriate. To keep abreast of technological developments and educate nurses, other health professionals and patient groups about advancements in the field of specialisation. To further develop the communicative skills and be able of formulating and communicating complex clinical issues to patients, relatives and other health professionals, to identify health, health-related and nursing needs of patients and develop 	<ul style="list-style-type: none"> To have a minimum of master's degree with a protected role/title on ongoing continued professional development at advanced level. Autonomous practice, built on nursing principles and clinical expertise. This includes building a partnership with people and enabling person-centred care. Have authority and responsibility for complex clinical decision-making for individual patients, families, and communities. Advanced nursing practice which includes excellent communications skills, with a holistic, ethical, equality view of each patient's health and care needs, coordination of care, critical thinking, self-reflection, decision making, planning, treating and evaluation which may include non-pharmaceutical and pharmaceutical prescribing. Also, skills relating to digital services and nursing informatics. Clinical expertise and capability to autonomously assess, judge and having diagnostic reasoning skills to evaluate care and interventions.

	<ul style="list-style-type: none"> To comprehensively communicate professionally and to cooperate with members of the other professions in the health sector. To analyse the care quality to improve the own professional practice as a general care nurse. 	<p>appropriate care and treatment plans in a multi-professional arena.</p> <ul style="list-style-type: none"> To lead and coordinate the treatment of patients in the field of specialisation to ensure continuity and fullness of care. To evaluate and undertake audit of the field of specialisation to ensure the delivery of quality and safe nursing care. To think critically and contribute to the continuous development of the field of specialisation and research-based practice, through participation in professional development and research programmes. 	<ul style="list-style-type: none"> Guide, counsel, educate and delegate to other health professionals about latest practice interventions, act as a mentor and role model, and actively engage in knowledge, transfer with patient communities. Initiate and lead - policy making, development and facilitation, innovation, and strategic change. Research development in nursing and quality improvement that includes initiating, leading, fostering implementation and dissemination of evidenced based practice. Perform health promotion, prevention, and risk reduction.
Transversal skills	<p>Thinking skills and competences: “creative & entrepreneurial thinking”, “critical thinking”, “learning”, “planning own work”, “problem-solving”, etc. Language skills and competences: ““mother tongue”, “foreign language”, etc. Application of knowledge: “health, safety, working environment”, “ICT”, “Numeracy & Maths”, etc. Social Skills and Competences: “Leading & Managing Others”, “Working with Others”, etc. Attitudes and Values at Work: “Values at work”, “Working attitudes”, etc.</p> <p>Knowledge: legislation, forensics, policy, patient rights, ethics, social system, human behaviour, assessment and evaluation, documentation, health and safety, patient safety, quality assurance, best practice, standards methodology of science and research basic sciences (e.g. health, natural): physics, chemistry, anatomy, physiology, psychology, hygiene management, planning and organisation, economic and ecological principles, society, culture, environment, public health, epidemiology, ICT, tools to access information, CPD/Lifelong learning</p> <p>Skills: communication (verbal and non-verbal), writing, reporting, handling documentation, counselling, observation, assessment and evaluation, analysing, planning, empowerment, language (own and foreign), problem solving, critical capacity, reflection, conflict resolution, role distance, frustration tolerance, self-determination and self-reflexion capacity, professional self-perception, understanding and planning a research process, information of patients/clients, leading, organising, management, (inter)cultural competence, working with people, leading and organising groups, protecting vulnerable people</p> <p>Attitudes: empathy, compassion, sensitivity, courtesy, ethics, interest in people, team work, interdisciplinary work, sensitive listening responsibility, taking into account cultural and regional needs, lifestyles and values, active citizenship, respecting human and civil rights, social justice, contributing to the further development of the profession, LLL - Lifelong learning, CPD – Continuous Professional Development – further training obligations</p>		
Qualification (minimum common requirements)	<p>Registered nurse for general care shall comprise a total of at least three years of study, which may in addition be expressed with the equivalent ECTS credits, and shall consist of at least 4 600 hours of theoretical and clinical training, the duration of the theoretical training representing at least one-third and the duration of the clinical training at least one half of the minimum duration of the training</p>	<p>A Specialist Nurse has a post-graduation education within a clinical specialty of nursing. The duration of the education will depend on the scope of practice and the degree of autonomy. The education must consist of a solid theoretical base in connection with supervised clinical education. Learning outcomes must be defined in relation to scope of practice, which may in addition be expressed with ECTS credits.</p>	<p>An Advanced Practice Nurse has post registration education at master level or equivalent. Advanced practice courses should be a minimum of a full master’s degree (EQF level 7 in minimum) - This could be a Master of Science or equivalent and include leadership, research and educating as well as clinical competencies such assessment, diagnostic reasoning, non-pharmaceutical and pharmaceutical prescribing inc health promotion.</p>

Healthcare Assistant (HCA)	
Definition <i>(in line with ICN definitions and modernised Directive 2013/55/EU)</i>	An auxiliary that assists the nurse directly in nursing care in institutional or community settings under the standards and the direct or indirect supervision of the general care nurse.
Work Development	<u>EFN Country Report on 3 Categories in Nursing Care + Recommendations CONTEC</u>
Specific Competences	<ul style="list-style-type: none"> • To work under the delegation and supervision of nurses to support nursing care and administration • To support nurses with the preparation and delivery of diagnostic and treatment interventions. • To monitor basic patient vital and other signs and progress as indicated by the nurse and report to her/him as appropriate. • To support patients and citizens with activities of daily living, including hygiene, comfort, and mobilisation and feeding needs. • To convey routine information to patients/citizens and relatives. • To communicate promptly and accurately with nurses and other health professionals in ensuring the delivery of quality and safe patient care. • To work together with nurses and other health professionals in supporting the delivery of basic patient care. • To identify what is normal concerning patient and citizen wellbeing through experience and instruction, and report that which is out with normal to nurses.
Transversal skills	<p>Thinking skills and competences: “creative & entrepreneurial thinking”, “critical thinking”, “learning”, “planning own work”, “problem-solving”, etc. Language skills and competences: ““mother tongue”, “foreign language”, etc. Application of knowledge: ““health, safety, working environment”, “ICT”, “Numeracy & Maths”, etc. Social Skills and Competences: “Leading & Managing Others”, “Working with Others”, etc. Attitudes and Values at Work: “Values at work”, “Working attitudes”, etc.</p> <p>Knowledge: legislation, forensics, policy, patient rights, ethics, social system, human behaviour, assessment and evaluation, documentation, health and safety, patient safety, quality assurance, best practice, standards methodology of science and research basic sciences (e.g. health, natural): physics, chemistry, anatomy, physiology, psychology, hygiene management, planning and organisation, economic and ecological principles, society, culture, environment, public health, epidemiology, ICT, tools to access information, CPD/Lifelong learning</p> <p>Skills: communication (verbal and non-verbal), writing, reporting, handling documentation, counselling, observation, assessment and evaluation, analysing, planning, empowerment, language (own and foreign), problem solving, critical capacity, reflection, conflict resolution, role distance, frustration tolerance, self-determination and self-reflexion capacity, professional self-perception, understanding and planning a research process, information of patients/clients, leading, organising, management, (inter)cultural competence, working with people, leading and organising groups, protecting vulnerable people</p> <p>Attitudes: empathy, compassion, sensitivity, courtesy, ethics, interest in people, team work, interdisciplinary work, sensitive listening responsibility, taking into account cultural and regional needs, lifestyles and values, active citizenship, respecting human and civil rights, social justice, contributing to the further development of the profession, LLL - Lifelong learning, CPD – Continuous Professional Development – further training obligations</p>
Qualification <i>(minimum common requirements)</i>	To be completed