



Additional education

What it is

Additional education means structured education beyond entry-level nursing education, such as a workshop, course, or program of study. It helps nurses develop the competencies they need to carry out a specific activity.

When a BCCNM standard requires additional education, it must meet this definition. Its format and content may vary based on the activity, the nurse's learning needs, and the practice context.

Note: This definition does not include BCCNM-approved courses required for certification or licensing. These requirements are governed separately.

AT A MINIMUM, ADDITIONAL EDUCATION

- Builds on the entry-level competencies
- Identifies the competencies expected of learners on completion of the education
- Includes both theory and application to practice
- Includes an objective evaluation of learners' competencies on completion of the education

Recognizing existing competence

When a BCCNM standard requires additional education, the nurse and employer should discuss what structured education is appropriate for the activity and practice context. They should also consider how the nurse's competence will be validated and what ongoing supports may be needed to perform the activity safely.

A nurse who already performs the activity may have relevant knowledge, skills, abilities, and judgment. The employer may assess the nurse's existing competence and determine whether further structured education, competency validation, supervised practice, or other supports are required.

Additional education and advanced activities

The requirements for advanced activities are different from a requirement for additional education alone. Under the *Acting Within Autonomous Scope of Practice* and *Acting Under a Client-Specific Order* standards, nurses may perform identified **advanced activities** only when they have obtained the additional education, training, and/or clinical experience needed to gain and maintain competence.

What is required will depend on the activity, the nurse's existing competence, the practice setting, and employer requirements. The nurse and employer determine what education, training, clinical experience, competency validation, and ongoing support are appropriate.

BCCNM does not approve or recommend specific additional education courses or providers.

Components to consider when developing or selecting

Depending on the context, the following considerations can help organizations develop, review, or select additional education that meets BCCNM requirements and fits the activity, practice setting, and learning need. It is not a fixed checklist for every offering.

1 Introduction

- A brief overview of the education
- A summary of the learning materials or how the education is organized

2 Purpose

- A clear statement of the purpose of the education
- A description of the specific nursing activity the education relates to
- An explanation of why additional education is required for that activity

3 Competencies

- The competencies learners are expected to achieve
- How those competencies will be assessed

4 Theory

- The core concepts and theoretical foundation for the education
- Definitions of key words or concepts

5 Resources

- The resources needed to support the education, such as organizational policies and procedures, BCCNM standards, textbooks, practice context, and relevant client situations
- The resources available to support learner success

6 Education delivery

- How and by whom the education will be delivered, such as online, in person, blended, self-directed, or by webinar
- The expected length of the education and how often it is offered
- Any recommended or required pre-requisites

7 Learning format

- The learning formats used
- What parts of the education are theory and what parts involve simulation, practice, or clinical application
- The overall approach for delivering the learning activities

8 Evaluation

- How learners will demonstrate competence
- The method or tools used to evaluate competence, such as tests, demonstrations, presentations, projects, or other objective assessment methods

9 Documentation

- How education and learner completion records will be maintained
- Relevant course-related policies
- Any course data or statistics that will be tracked

10 References

- Key articles, texts, standards, and other resources that support the education

Disclaimer: This learning resource is for educational purposes only and is intended to support learning and reflection. It is not intended to direct or determine clinical practice and must not be relied on as a substitute for professional judgment, regulatory requirements, or organizational policies. Scenarios and examples are fictional and are used solely to illustrate learning concepts. Practice decisions must be based on the specific clinical context, applicable legislation, standards, and individual competence.