

BSc (Hons) in GENERAL NURSING

Practice Placement Year Four

(Supernumerary)



Bord Altranais agus
Cnáimhseachais na hÉireann

Nursing and Midwifery Board
of Ireland



ST. VINCENT'S
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Full nursing student name (as per candidate register):

Nursing student college ID number:

Higher education institution:

National Competency

**Assessment Document for the
Undergraduate General Nursing
Student (2025)**

Year 4 = Stage 4

This is a confidential document. It is the property of the student, Nursing Midwifery Board of Ireland and UCD School of Nursing, Midwifery and Health Systems. This document may not be altered or defaced, and it may not be photocopied. The student is responsible for its security and for maintaining it in good condition. The document should be available for inspection by authorised personnel on request.

Instructions for Use	<input type="checkbox"/>
It is my responsibility to ensure that I have the correct documentation prior to going on clinical placements i.e., National Competence Assessment Tool Year 4 (NCAD) documentation.	<input type="checkbox"/>
It is my responsibility to check ARC for information regarding transport links, start times and orientation dates/times for all placements.	<input type="checkbox"/>
It is my responsibility to bring Record of Health Screening and Vaccination Programme Logbook on relevant placements as outlined in ARC .	<input type="checkbox"/>
I will always carry this document with me while on clinical placements.	<input type="checkbox"/>
It is my responsibility to complete practice placement: self-evaluation of learning needs and expectations for each practice placement and use this as a guide for my learning.	<input type="checkbox"/>
It is my responsibility to ensure that the preceptor/co-preceptor signs the Signature Bank before signing performance indicators.	<input type="checkbox"/>
It is my responsibility to ensure that the Daily Record of Attendance is signed at the end of each shift by the preceptor/clinical nurse manager/nurse in charge of shift.	<input type="checkbox"/>
It is my responsibility to ensure that I have arranged a date for a preliminary interview . It is carried out at the beginning of the practice placement in order to discuss the learning opportunities and performance indicators to be attained during the practice placement.	<input type="checkbox"/>
It is my responsibility to ensure that I have arranged a date for a mid-interview . It is carried out to discuss progress during the practice placement. My attendance is also reviewed at this meeting.	<input type="checkbox"/>
It is my responsibility to ensure that I have arranged a date for a final interview . It is carried out at the end of the practice placement in order to review performance indicators, skills attained and to complete the record of the meeting.	<input type="checkbox"/>
It is my responsibility to seek feedback on my progress throughout the practice placement.	<input type="checkbox"/>
It is my responsibility to ensure that any final learning plan is notified to the preceptor/co- preceptor at the next clinical placement.	<input type="checkbox"/>
It is my responsibility to act in accordance with local policies and guidelines (e.g., uniform policy).	<input type="checkbox"/>
It is my responsibility to have all documentation signed off within two weeks of completing clinical time.	<input type="checkbox"/>
<ul style="list-style-type: none"> Students are assessed in relation to the Performance Indicators in each Domain of Competence. Performance indicators should be signed off by the preceptor/co-preceptor when they are satisfied that the student has attained the standard. Any staff nurse who acts as a preceptor may sign performance indicators for students if they are satisfied that the required level has been attained. This supernumerary placement needs to be successfully completed prior to undertaking Internship placement. Daily Record of Attendance must be completed at the end of each shift. 100% attendance is required on all practice placements. 	
<p>I have read and understood the above instructions for NCAD Stage/Year 4.</p> <p>Student Signature: _____ Date: _____</p>	

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Introduction

Your Practice Placement

*“Clinical placements... are where the world of nursing (midwifery) comes alive”
(Levett-Jones & Bourgeois, 2022, p.3).*

What to expect

As you approach your practice placement you will have mixed feelings. Before you begin your practice, placement have a think about whom and what you are likely to encounter.

- How will you get there on time?
 - Check out the bus times, are they reliable, where can you park your car and what are the daily charges etc. Refer to ARC for additional details.
- What first impression do you want to give?
 - Uniforms neat and clean. Hair up with understated makeup (if any), nails short, clean and no nail polish. No jewellery except wedding band and fob watch. Always wear your student identification badge.
- What first impressions will you get?
 - Wards are busy places and you may feel in the way. Remember you are a student and are there to learn. Be open to asking questions; try to demonstrate enthusiasm and a commitment to the nursing/midwifery team.
- Who will you meet?
 - Other students (get to know them they will be your allies), Registered Nurses/Midwives, Clinical Placement Coordinators, Clinical Nurse/Midwife Specialists, Health Care Assistants, Porters, Physiotherapists, Occupational therapists, Speech and language therapists, medical personal to name but a few, but most importantly you will meet patients/clients.
- What will be expected of you?
 - Your preceptor will have specific expectations of you make sure you know what they are. If you are in any doubt seek clarification.
 - You will be given individual clinical learning outcomes for each placement to use as a guide for your learning.

You will have numerous challenges some will be exhilarating others daunting. Try not to take things personally and accept constructive feedback.

Patients/clients/families will look to you for support/information. Ensure that all information is delivered in compliance with your scope of practice and demonstrate a caring, listening and empathetic attitude.

Recommended reading (available from the Health Sciences Library)

Levett-Jones, T. & Reid-Searl, T. (2022) *The Clinical Placement: An essential Guide for Nursing Students*, Elsevier: London

Who To Turn To

You are never alone when on practice placement and there are clinical, and university supports available to you. These supports are ineffective unless you fully engage with your learning outcomes. **What are you there to learn? You must be able to explain your learning outcomes** to your designated preceptor who will then guide and support you in achieving these outcomes?

Practice Placement Supports

- Preceptor
 - Is there to supervise and guide your performance. Your preceptor will assess your attainment of the standards for each of the various domains of competence (more details about the domains are outlined below). Your preceptor will liaise with the CPC.
- Clinical Placement Coordinator (CPC)
 - Supports and facilitates your learning. Monitors the quality of the clinical learning environment. Liaises with the University and your Personal Tutor.

UCD SNMHS Supports

- UCD Personal Tutor
 - Offers assistance to you on matters, academic, clinical and personal. Your personal tutor will not routinely visit you when you are on placement, but if you are encountering any difficulties, they are available to support you. Your personal tutor liaises with the clinical site, CPC and preceptor.
- Student Advisor
 - Independent support who offers guidance on all matters, financial, personal, academic and clinical. Liaises with personal tutor.

Please insert the following details:

Name of **UCD Personal Tutor**: _____

E-mail address of **UCD Personal Tutor**: _____

Phone number of **UCD Personal Tutor**: _____

Name of **Student Advisor**: _____ Ms Anna Scully

E-mail address of **Student Advisor**: _____ anna.scully@ucd.ie

Phone number of **Student Advisor**: _____ 01 7166 497

Practice Placement Documentation

This National Competence Assessment Tool (NCAD) is an official document, containing a record of your attainments as a student in practice placement. The NCAD will be used as a dossier of evidence of your attainments throughout your education and training programme.

It is an essential record for course progression and for the awarding of the degree from UCD. It is an essential requirement for your registration as a nurse/midwife with the Nursing and Midwifery Board of Ireland (NMBI).

The *NCAD* should contain the records of the assessments of your clinical instruction.

It is your responsibility to know and understand the protocol for obtaining a clinical assessment. You are responsible for keeping your *NCAD* up-to-date and in good order.

Normally, you will be requested to submit your updated *NCAD* for inspection by internal and external examiners prior to the Programme Examination Board and/or at the end of the trimester/stage/year. At the beginning of each trimester in which a practise placement takes place students will be given the specific date to present their documentation.

The grade descriptors for clinical assessments are described in the UCD School of Nursing Midwifery and Health Systems policy on the presentation of undergraduate clinical modules (Appendix I) and as outlined in the UCD –Academic Regulation. Grades for clinical assessments are Grade Point Neutral.

All assessment judgements are deemed to be provisional until the Programme Examination Board confirms final results.

Please read carefully the steps in the **clinical assessment protocol**. You are responsible for ensuring that you understand the clinical assessment protocol.

Clinical Assessment Protocol

Each student is required to complete practice placements in each year/stage of the programme. Each practice placement involves a clinical assessment. For the purpose of progression between stages of the programme and the award of the degree of BSc (Nursing/Midwifery), each student is required to achieve a 'pass' grade for each clinical module in the programme and met the requirements for attendance in all clinical placements. Full attendance is required on all practice placements thus ensuring compliance with the Nursing and Midwifery Board of Ireland (NMBI) registration requirements.

Regulations for Progression into Any Stage/Year Of The Programme

A student will not be permitted to progress to the next stage/year without having:

- Attained a pass in the clinical modules for that stage/year and
- met the requirement for attendance for that stage (see regulations regarding attendance)

Regulations for Assessment of Practice Placement Modules

- The final outcome of clinical assessment is recorded as either 'pass' or 'fail' and is grade point neutral.
- The student must attain a 'pass' grade in all clinical placements in order to attain an overall 'pass' for the stage and progress to the next stage of the programme.
- A 'pass' in clinical assessment is determined on the basis of a student attaining the required performance indicators of assessment for the various domains of competence as outlined in the NCAD
- The relevant sections of the NCAD must be completed at the appropriate time.
- In consultation with the student's clinical preceptor and presented to the UCD personal tutor.
- All students should be familiar with the documents listed below.
- Students should obtain comprehensive feedback from their preceptor during their clinical placements and at the mid interview in order to ensure that the student is aware of the areas of competence they may need to focus on in the remainder of a practice placement.
- Students should be very familiar with the protocol 'When a Supernumerary Student Is Having Significant Difficulties in Meeting Standards during a Clinical Placement and When a Supernumerary Student Is Unsuccessful in Their Clinical Assessment' (See appendix).
- In the case of a student failing to obtain a pass standard in a single practice placement, a final learning plan will be set in place for the student. The final learning plan will be prepared by the student's UCD personal tutor, in consultation with the student and the relevant person(s) in the student's hospital, that is, Clinical Placement Co-ordinator, Nurse Practice Development Co-ordinator, Director of Nursing.
- In the case of a student not attaining the performance indicators in a particular module, a repeat placement will be required.
- A student who fails a supernumerary clinical practice placement module having had three attempts will be ineligible to continue in that nursing or midwifery programme.

Regulations Regarding Attendance

- Practice placements are an integral part of the BSc (Nursing) and the BSc (Midwifery) degree programmes and are a mandatory requirement in order to ensure that each student meets the Nursing and Midwifery Board of Ireland (NMBI) minimum registration requirements in respect of clinical instruction and the academic requirements of the programme. Therefore, FULL attendance at all scheduled practice placements is mandatory; all attendances are monitored, and all absences recorded.
- A student that attains all domains and performance indicators for the modules in a stage/year but does not fulfil the attendance is required to complete the shortfall of absent time in the clinical setting.
- Large student numbers are accessing clinical sites for practice placements. In the event of you being absent from scheduled practice placement(s), you will be required to undertake additional practice placement time commensurate with the duration of time absent.
- This additional practice placement time will be scheduled during the summer holiday period and must be completed in full before progression to the subsequent year of the programme is possible.
- The precise scheduling of such periods of additional practice placement time is completely at the discretion of the facilitating health service provider and can occur AT ANY TIME during the summer holiday period. You will be offered one opportunity to make up this outstanding absence time during your summer holiday period. If you do not take up this first opportunity you may NOT be offered another date. Students should also note that practice placements will take place over a wide geographical area determined by the UCD Nursing Clinical Allocations Office.

All Students Should Be Familiar With The Following Documents

- UCD Information Handbook for Students with particular reference to the section on Student Conduct on Work Placements.
- Programme Outline, which contains details of the assessment schedules.
- Nurse Registration Programmes Standards and Requirements (2023) (Fifth Edition) Nursing Midwifery of Ireland.
- Protocol on the presentation of undergraduate clinical modules.
- Protocol in the following event: When a supernumerary student is having significant difficulties in meeting standards during a clinical placement and when a supernumerary student is unsuccessful in their clinical placement.
- Protocol for nursing/midwifery students wishing to avail of compassionate leave whilst on supernumerary clinical placement and internship placement.

Steps To Be Followed in the Clinical Assessment Protocol

- Meet with the Clinical Placement Co-ordinator (CPC) to review learning opportunities for the practice placement.
- Report to the Clinical Nurse/Midwife Manager and the clinical preceptor and provide the clinical preceptor with the NCAD. It is the student's responsibility to make all relevant documentation available for the assessment process. Read the NCAD prior to your placement and reflect on your learning objectives.
- All absences must be reported to relevant personnel as per local policy.
- Undertake a preliminary interview with the clinical preceptor to discuss learning needs, opportunities and performance indicators to be attained during the practice placement and co-sign the record of the meeting.
- Undertake a mid-interview (where appropriate) with the clinical preceptor to review progress, with particular reference to the learning needs and performance indicators to be attained. Review performance indicators attained at this stage and co-sign the record of the meeting. The student's attendance is also reviewed at this meeting.
- Undertake a final meeting with the clinical preceptor to review the learning needs and performance indicators attained and where appropriate, the record of skills.
- Co-sign the record of the final meeting which includes a Record of Attendance in the presence of the preceptor.
- At the end of Year 4 practice placement present NCAD to UCD personal tutor for a review.
- Students are required to have all documentation completed within two weeks of the last day of their clinical placement.
- Students with absences outstanding need to attend UCD Clinical Allocations Office to arrange completion of outstanding time and collect a time sheet. Full attendance is required on all clinical placements thus ensuring compliance with the Nursing and Midwifery Board of Ireland (NMBI) registration requirements and progressing to the stage /year of the programme
- Following Unsuccessful Practice Placement, A Final Learning Plan, form should be completed in consultation with the student, preceptor, clinical placement coordinator and UCD personal tutor. A copy of the Final Learning Plan should be retained by the student for their own records.

Guidelines for Completion of Self-Evaluation for Practice Placements Year 4 (Supernumerary)

Undergraduate Nursing students are expected to complete a self-evaluation of learning needs and expectations on each placement, incorporating theory and clinical skills learning to-date in accordance with the practice placement learning outcomes. The self-evaluation of learning needs and expectations requires that you evaluate these for four main areas:

- Previous applicable experiences that I bring with me to this practice placement
- Learning outcomes and opportunities that I hope to achieve during this practice placement
- Any concerns that I have about this practice placement
- Relevant theoretical and practical learning that I bring to this practice placement

Figure 1 (page 9) provides a guide to help you with your evaluation

(Nursing and Midwifery Board of Ireland (NMBI), 2019).

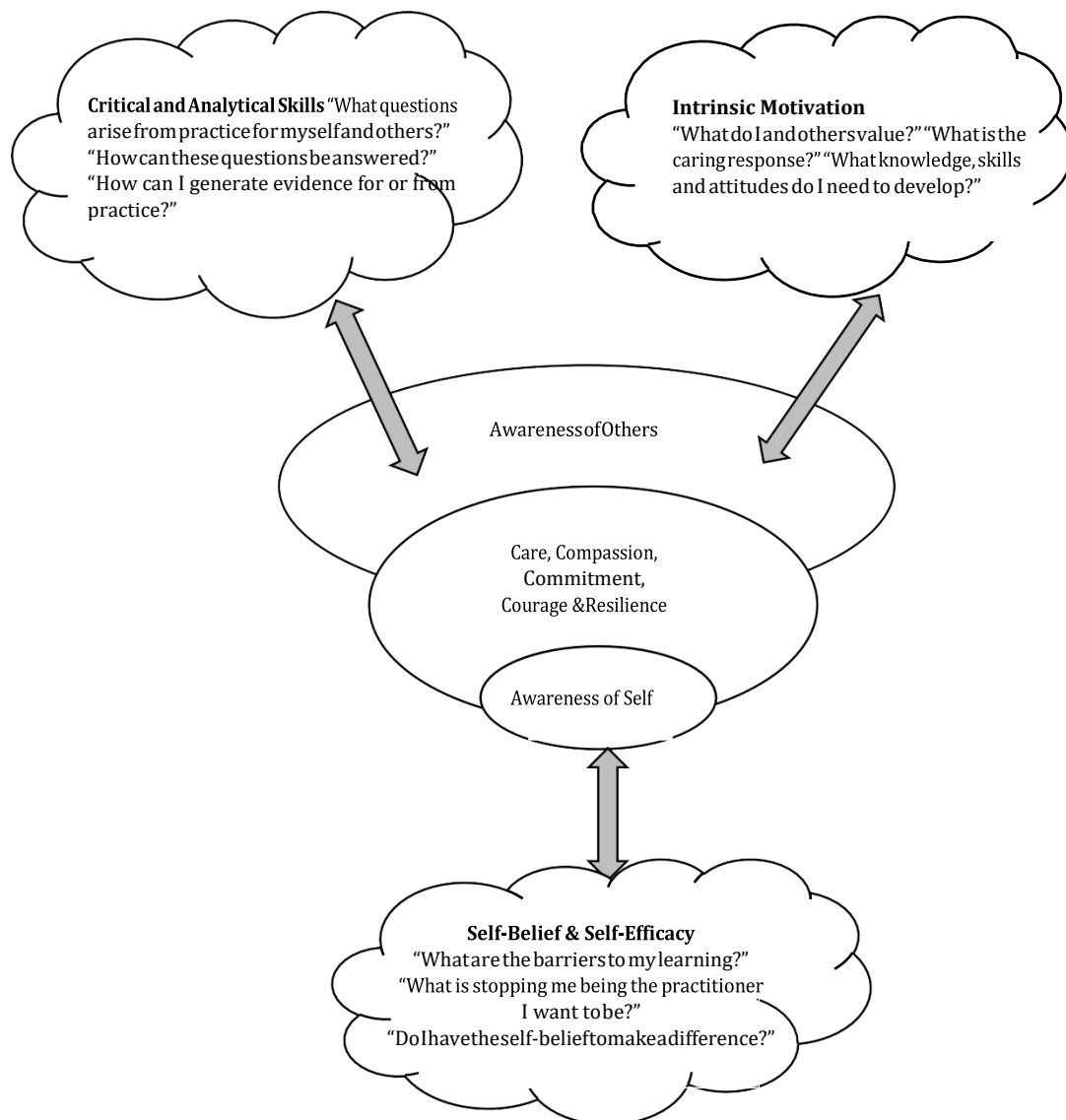
A learning outcome states what you hope to learn during the placement, and it should build on the knowledge, skills and professional values that you have learnt on previous practice placements while also addressing the six domains of competence. It is your responsibility to determine and write learning outcomes and expectation (Nurse Registration Programmes Standards and Requirements NMBI, 2016).

Identification of nursing learning outcomes should commence once you find out your clinical area for your placement. Information relating to the allocated placement site is held in ARC.

Self-evaluation of learning needs and expectations (NMBI, 2019)

FIGURE 1

A guide to help you with your self-evaluation



Sources: (McLean, 2012)

Values for Nurses and Midwives in Ireland (NMBI, 2016)

With thanks to the Faculty of Health Sciences of the University of Southampton for allowing the use of some of their principles outlined in their assessment of practice document for adult nursing students.

References

- McLean, C. (2012). The Yellow Brick Road: A Values Based Curriculum Model. *Nurse Education in Practice*, 12(1), 159-163.
- Nursing and Midwifery Board of Ireland (2019). *Guidelines for the Completion of the National Competence Assessment Documents for the Undergraduate Nursing Programmes*. Nursing and Midwifery Board of Ireland, Dublin.
- Nursing and Midwifery Board of Ireland (2016) *Nurse Registration Programmes Standards and Requirements*. Nursing and Midwifery Board of Ireland, Dublin.
- Nursing and Midwifery Board of Ireland (2016). *Values for Nurses and Midwives in Ireland*. Nursing and Midwifery Board of Ireland, Dublin

Preceptorship E- Learning Programme

Year 4 (Supernumerary) Practice Placement

In Stage 4 of your programme, you are required to successfully complete preceptorship education to meet the Nurse Registration Programmes Standards and Requirements (Nursing and Midwifery Board of Ireland, 2016. P.63). Completion of this education is a requirement of this Stage 4 supernumerary practice placement. Training consists of completion of the HSeLandD Preceptor E- learning Programme.

- The e-learning programme is titled 'Preceptorship in Practice' (70mins duration) and contains three modules and an assessment:
 - Module 1: Introducing preceptorship
 - Module 2: Supporting a student on a placement
 - Module 3: Supporting a student who is not achieving competency
- On successful completion of all modules and assessment, please download the HSeLandD Preceptor Programme Certificate and staple to this page in your NCAD.
- This certificate will be reviewed by your personal tutor on presentation of your year 4 supernumerary practice placement documents.
- Failure to present this certification will lead to an incomplete grade for this year 4 supernumerary practice placement.

**NMHS33700 –Practice Placement 4
(General Nursing)**

**Long Practice Placement
(4 weeks or more)**

NMBI National Competence Assessment Document – Year Four (Supernumerary) Signature Bank

Preceptors/ Associate Preceptors/ Registered Nurses Signature Sheet

All Preceptors/Associate Preceptors/Registered Nurses signing nursing student documentation should insert their details below, as indicated.

Name of Preceptor/Associate Preceptor/ Registered Nurse (Print Name)	Signature	Initials	Practice Placement Area

Completing this grid is a requirement for any professional who is signing the National Competence Assessment Document or making an entry.

NMBI National Competence Assessment Document – Year Four (Supernumerary) Practice Placement Details, Attendance and Reflection Record

Name of practice placement	
Number of weeks in this practice placement	
Type of practice placement	
Name of the health service provider	
Phone number of placement	
Name of CNM	
Name of Preceptor	
Name of Associate Preceptor	
Name of CPC	

****NMBI require 4 hours of reflective practice per week**

Week 1 - Attendance Record					
Date					
Hours of duty:					
Nursing student signature					
Preceptor signature					
Week 1 - Reflection Record					
Date	Structured Reflection	Theme	Hours		
	Nursing student signature				
Date	Unstructured Reflection	Theme	Hours		
Reflection completed	Nursing student signature				

Week 2 - Attendance Record

Date					
Hours of duty:					
Nursing student signature					
Preceptor signature					

Week 2 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Nursing student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 3 - Attendance Record

Date					
Hours of duty:					
Nursing student signature					
Preceptor signature					

Week 3 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Nursing student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 4 - Attendance Record					
Date					
Hours of duty:					
Nursing student signature					
Preceptor signature					
Week 4 - Reflection Record					
Date	Structured Reflection	Theme		Hours	
	Nursing student signature				
Date	Unstructured Reflection	Theme		Hours	
Reflection completed	Nursing student signature				

Week 5 - Attendance Record					
Date					
Hours of duty:					
Nursing student signature					
Preceptor signature					
Week 5 - Reflection Record					
Date	Structured Reflection	Theme		Hours	
	Nursing student signature				
Date	Unstructured Reflection	Theme		Hours	
Reflection completed	Nursing student signature				

Week 6 - Attendance Record

Date					
Hours of duty:					
Nursing student signature					
Preceptor signature					

Week 6 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Nursing student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

NMBI National Competence Assessment Document – Year Four (Supernumerary) Self-Evaluation

Practice Placement: Self-Evaluation of learning needs and expectations

To be completed by the undergraduate nursing student prior to practice placement, incorporating theory and clinical skills learning to date. Learning plan agreed with Preceptor/Associate Preceptor for practice placement (in accordance with the practice placement learning outcomes). See Appendix 1 in Guidelines for the National Competence Assessment Document.

The previous applicable experiences that I bring with me to this practice placement are ...

The learning outcomes and opportunities that I hope to achieve during this practice placement are ...

Any concerns that I have about this practice placement are ...

The relevant theoretical and practical learning that I bring to this practice placement are ...

NMBI National Competence Assessment Document – Year Four (Supernumerary)

Competence Assessment Interviews

Practice Placement: Preliminary Interview (Must be completed within the first 2 days)

Name of Preceptor			
Name of Associate Preceptor			
To be completed by the Nursing Student:			
Learning needs identified by the nursing student (refer to practice placement learning outcomes)			
To be completed by the Preceptor/Associate Preceptor:			
Learning plan agreed with Preceptor/Associate Preceptor for practice placement (in accordance with the practice placement learning outcomes)			
Orientation to practice placement and Practice placement learning outcomes		Date:	
Nursing student signature		Date:	
Preceptor/Associate Preceptor signature		Date:	
Proposed date for mid interview			
Proposed date for the final interview			

NMBI National Competence Assessment Document – Year Four (Supernumerary)
Competence Assessment Interviews
Practice Placement: Mid-interview

To be completed by the Nursing Student:

Nursing student's review of progress during practice placement to date (refer to practice placement learning outcomes)

To be completed by the Preceptor/Associate Preceptor:

Preceptor/Associate Preceptor's review of nursing student's progress during practice placement to date (in accordance with the practice placement learning outcomes)

Nursing student signature		Date:	
Preceptor/Associate Preceptor signature		Date:	
Does the nursing student require additional learning support to achieve Competences?	Yes*	No	
CPC signature (if yes above)		Date:	

*If yes, contact CPC and adhere to local HEI policy and procedures

Record of Student-Preceptor Meetings Additional Page

This additional page can be used to continue an intermediate meeting (learning plan) or to document any further meetings between the intermediate and final meeting.

NMBI National Competence Assessment Document – Year Four (Supernumerary)
Competence Assessment Interviews

Practice Placement: Progress Notes
(Performing at Year Four Level of Competence)

Preceptor/Associate Preceptor can use this space to write any progress notes they may have on nursing student's development of competences

Signature

Date

Signature

Date

Signature

Date

Signature

Date

NMBI National Competence Assessment Document – Year Four (Supernumerary) Competence Assessment Interviews (Reflection)

As part of the nursing student's Competence assessment, the nursing student is required to complete ONE piece of reflective writing per practice placement regardless of duration. The purpose of reflective writing is to demonstrate learning. The reflective writing is to provide one source of evidence relevant to the learning that has been achieved and must be linked to the practice placement learning outcomes in a particular domain. The nursing student should follow the template provided in the competence assessment document.

*The Nursing Student, Preceptor/ CPC/ Link Academic Staff must ensure that **Children, Persons, Service Users or Staff are not identified in the reflective writing piece.**

Reflective Practice: Nursing Student Reflection using Gibbs Model of Reflection (1988)

Reflection must relate to situations encountered by the nursing student in this practice placement.

Description – What happened?

Feelings – What were you thinking and feeling?

Evaluation – What was good and bad about the experience?

Analysis – What sense can you make of the situation?

Conclusion – What else could you have done?

Action plan – If it arose again, what would you do?

Nursing student signature

Date:

Preceptor/Associate Preceptor
signature

Date:

NMBI National Competence Assessment Document – Year Four (Supernumerary)

Six Domains of Competence

NMBI have determined that to practise safely and effectively as a Registered Nurse, a nursing student must demonstrate competence in the following Six Domains of Competence:

1. Professional Values and Conduct of the Nurse Competences
2. Nursing Practice and Clinical Decision Making Competences
3. Knowledge and Cognitive Competences
4. Communication and Interpersonal Competences
5. Management and Team Competences
6. Leadership Potential and Professional Scholarship Competences

Competence is defined as the attainment of knowledge, intellectual capacities, practice skills, integrity and professional and ethical values required for safe, accountable and effective practice as a Registered Nurse. To assist in determining if a nursing student has met the required level of competence, NMBI has detailed performance criteria for each domain and relevant indicators which demonstrate if the performance criteria have been met.

Year 4/4.5: At this level, the undergraduate nursing student will be expected to competently apply a systematic approach to the provision of person-centred under the ***distant supervision*** of a Registered Nurse. ***Distant supervision is defined as the undergraduate nursing student providing safe and effective delegated nursing care to children/service users, persons and supports family members. The undergraduate nursing student accepts responsibility for the provision of delegated care and recognises when the guidance and support of the preceptor and Registered Nurse is required and seeks such assistance in a timely manner.***

The nursing student must demonstrate the evidence-based practice and critical thinking. The nursing student is capable of supporting the person and their family and to work collaboratively with professional colleagues within the clinical environment. The nursing student possesses many attributes including practical and technical skills, communication and interpersonal skills, organisational and managerial skills, and the ability to perform as part of the healthcare team, demonstrating a professional attitude, accepting responsibility and being accountable for one's own practice.

In Year Four, at the end of each practice placement, nursing students have to achieve all domains and all indicators at Identification in line with local HEI policy and procedures.

Advanced Beginner
The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.
Identification
The student nurse takes more responsibility for their own learning and participation and initiates appropriate action and evaluates same.

Domain1: Professional values and conduct of the nurse competences

Criteria related to practising safely, compassionately and professionally under the ***distant supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

***I** – Identification: The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates same.

Yes = ✓ Competence achieved.

No = X Competence not achieved.

****Initials** Initials of the Preceptor/Associate Preceptor

1.1 Demonstrates safe, person-centred care		*I (Yes = ✓ or No= X)	**Initials
a.	Adheres to best practice to ensure the safety of the person and protection of the public through delivery of safe, ethical and competent person-centred care		
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in the delivery of person-centred care		
c.	Adheres to the principles of hand hygiene, infection prevention and control, and regulations governing these for the care of the person in this practice placement		
d.	Acts professionally with due regard to regulatory requirements		
e.	Challenges and reports practice that could compromise a person's safety, dignity or privacy		

1.2 Demonstrates compassion in providing nursing care		I (Yes = ✓ or No= X)	Initials
a.	Consistently supports the person through the delivery of compassionate, impartial and non-judgemental nursing care		
b.	Consistently acts in a professional manner showing respect for diversity and individual preferences		
c.	Assists persons to enhance their physical, sensory and emotional well-being during person centred care		

1.3 Demonstrates responsible and professional practice		I (Yes = ✓ or No= X)	Initials
a.	Practices to the level of expected competence		
b.	Recognises and responds to situations that require to be shared with the Registered Nurse, more experienced colleagues or members of the multidisciplinary team		
c.	Provide a rationale for decisions and actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)		
d.	Seeks opportunities to undertake and enhance competence		

NMBI National Competence Assessment Document – Year Four Supernumerary: Advanced Beginner
Domain 2: Nursing practice and clinical decision-making competences

Criteria related to delivering effective, person-centred nursing care under the *distant supervision* of a Preceptor/Associate Preceptor/Registered Nurse.

2.1 Assesses the person's nursing and health needs		I (Yes = ✓ or No= X)	Initials
a.	Applies an appropriate framework in a systematic manner when taking a comprehensive nursing history		
b.	Undertakes health status assessments and develops physical examination skills		
c.	Recognises and interprets signs of normal and changing healthcare needs to reach an accurate assessment of the person's nursing needs		
d.	Integrates knowledge of pathophysiology and pharmacotherapeutics into the assessment of a person		
2.2 Plans and prioritises person-centred nursing care		I (Yes = ✓ or No= X)	Initials
a.	Devises a person-centred care plan, taking into account relevant observations, feedback from the person and results of nursing and clinical assessments		
b.	Plans nursing interventions with specific outcomes for the achievement of goals, applying best practice evidence and taking into account the acuity of a person's health status		
c.	Prioritises and provide a rationale for the person's immediate and long term nursing needs while taking into account the person's holistic needs		
d.	Discusses with the person concerned and family the plan of care and priorities, taking into account feedback		
2.3 Undertakes nursing interventions		I (Yes = ✓ or No= X)	Initials
a.	Adapts nursing interventions to a person's changing healthcare needs and document changes in the plan of care		
b.	Recognises and reports when a person requires interventions beyond the student's competence		
c.	Empowers a person to promote self-management of their condition and to facilitate their health and wellbeing		
d.	Supports the person's safety, dignity and comfort whilst undergoing nursing interventions and in meeting their activities of daily living needs		
e.	Uses medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal		
f.	Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines while following legislation and professional guidance		
g.	Supports a person with a life-limiting condition and family to adapt to the transition to palliative care		

NMBI National Competence Assessment Document – Year Four Supernumerary: Advanced Beginner

2.4 Evaluates person-centred nursing care		I (Yes = ✓ or No= X)	Initials
a.	Collates a range of nursing observations, clinical data and feedback from the person and multidisciplinary team to evaluate and adjust the person-centred care plan		
b.	Gathers additional data to analyse and evaluate person centred priorities, goals and timeframes based on the changes to the person's condition or responses to care or treatment		
c.	Monitors and evaluates nursing interventions within a person-centred care plan using evidence of best practice		

2.5 Utilises clinical judgement		I (Yes = ✓ or No= X)	Initials
a.	Uses clinical judgement to adapt interventions in recognising changes in a person's health status		
b.	Recognises and acts responsibly to intervene and alert members of the multidisciplinary team if a person's health or condition is deteriorating		
c.	Initiates emergency interventions in response to life-threatening changes to a person's health status		

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Domain 3: Nursing knowledge and cognitive competences

Criteria related to the application of knowledge and understanding of the health continuum and of principles from health and life sciences underpinning practice under the ***distant supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

3.1 Practises from a competent knowledge base		I (Yes = ✓ or No= X)	Initials
a.	Discusses with the Registered Nurse common physical, psychological and behavioural signs, associated with the care of persons within this practice placement		
b.	Discusses with the Registered Nurse vulnerabilities and co-morbidities commonly associated with a specific person's health and nursing care in this practice placement		
c.	Applies current nursing knowledge to situations encountered in this practice placement		
d.	Safely and accurately carries out medication calculations for medication management by diverse routes of delivery		
e.	Sources information regarding an aspect of health policy relevant to this practice placement		
f.	Explores ethical dilemmas that may occur in this practice placement		
g.	Utilises health information technology and nursing informatics where available in nursing practice appropriate to this practice placement		
h.	Applies knowledge of relevant legislation to the nursing care of persons in this practice placement		

3.2 Uses critical thinking and reflection to inform practice		I (Yes = ✓ or No= X)	Initials
a.	Analyses and suggests potential responses to a situation in the current practice placement perceived to be problematic		
b.	Discusses the steps taken to enhance personal resilience during this practice placement		

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Domain 4: Communication and inter-personal competences

Criteria related to effective communication and empathic inter-personal skills under the ***distant supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

4.1 Communicates in a person-centred manner		I (Yes = ✓ or No= X)	Initials
a.	Applies active listening skills and responses to communicate effectively and compassionately with the person and family		
b.	Applies the principles of cultural diversity, dignity and autonomy when communicating in a person-centred manner		
c.	Uses person-centred communication strategies and demonstrates respect for a person's rights and choices		
d.	Provides emotional support and information during nursing, medical/surgical or diagnostic procedures		
e.	Uses appropriate skills and knowledge to teach/facilitate a person or family member to self-manage an aspect of healthcare		
f.	Empowers a person to express wishes in respect of healthcare decisions/interventions		

4.2 Communicates accurately with the healthcare team		I (Yes = ✓ or No= X)	Initials
a.	Using professional nursing terminology and approved abbreviations, accurately reports, records and documents clinical observations		
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes		
c.	Conveys information accurately in nurse to nurse reporting and during multidisciplinary team meetings		
d.	Liaises with other health and social care professionals to ensure that the rights and wishes of the person are represented		
e.	Shares information in accordance with legal and professional requirements and in the interests of the protection of the public, whilst respecting confidentiality and data privacy		

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Domain 5: Management and team competences

Criteria related to the application of management and team working competence under the ***distant supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

5.1 Practises in a collaborative manner		I (Yes = ✓ or No= X)	Initials
a.	Develops opportunities to work towards the wellbeing and optimal functioning of a person through a collaborative partnership with the person, family and multidisciplinary team		
b.	Collaborates effectively with nursing colleagues and multidisciplinary team to coordinate the person's care		
c.	Works with the multidisciplinary team to foster a supportive clinical working environment		

5.2 Manages team, others and self safely		I (Yes = ✓ or No= X)	Initials
a.	Organises workload to complete delegated activities in a responsible and timely manner in accordance with local policies, procedures, protocols and guidelines (PPPGs)		
b.	Assesses priorities to manage the organisation of nursing interventions and resources safely and effectively		
c.	Assesses risk to a person's safety, security and wellbeing and uses information to develop a safety plan		
d.	Contributes to the learning experiences of other students through support, supervision and facilitation of learning		
e.	Participates in an audit/quality improvement activity in this practice placement		

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Domain 6: Leadership potential and professional scholarship competences

Criteria related to effective leadership potential and self-awareness under the *distant supervision* of a Preceptor/ Associate Preceptor/Registered Nurse.

6.1 Develops leadership potential		I (Yes = ✓ or No= X)	Initials
a.	Identifies the skills necessary to coordinate the management of care in this practice placement.		
b.	Enhances personal competence through the constructive use of feedback, supervision and appraisal		
c.	Applies learning derived from reflection on critical incidents in daily practice to enhance competence		
d.	Shows the application of self-awareness in developing competence to manage diverse clinical situations and to enhance resilience		

6.2 Develops professional scholarship		I (Yes = ✓ or No= X)	Initials
a.	Demonstrates professional scholarship through self-directed learning and critical reasoning in decision making		
b.	Learns from experience to adapt nursing interventions and to update competence		

NMBI National Competence Assessment Document – Year Four (Supernumerary)
Competence Assessment Interviews

Practice Placement: Final interview

To be completed by the Nursing Student:

Nursing student's review of progress during practice placement (refer to original practice placement learning outcomes and nursing student reflection)

To be completed by the Preceptor/Associate Preceptor:

Preceptor/Associate Preceptor's review of nursing student's progress during practice placement (refer to original practice placement learning outcomes and nursing student reflection)

Competence achieved (Please Circle as Appropriate)

Yes		No*	
Preceptor signature			
Nursing student signature			
Date			

*If no, please indicate the domains and indicators which were not achieved. Contact the CPC in line with local HEI policy and procedures.

Competence Assessment Interviews

Preceptor signature		Date:	
Nursing student signature		Date:	
CPC/ HEI signature		Date:	

APPENDICES

This Protocol Pertains to The Following Events:



a) When a supernumerary student is having significant difficulties in meeting performance indicators in the National Clinical Assessment Document (NCAD) or assessment criteria in the Midwifery Competence Assessment Tool (MCAT) during a practice placement

b) When a supernumerary student is unsuccessful in their practice placement assessment

BSc General Nursing

BSc Mental Health Nursing BSc Midwifery

BSc Children's & General Nursing

BSc Midwifery

Distinction in Progression Requirements

- Stage/Year 1, 2, 3 and 4 students are entitled to three attempts in a supernumerary practice placement (module) and are then ineligible to continue in that nursing or midwifery programme.
- This protocol reflects these pathways for progression.

The following actions should occur to assist the student in meeting the required performance indicators in the NCAD or principals/assessment/criteria in the MCAT assessment while on any individual supernumerary placement. They are sub- divided into sections reflecting sequential steps commencing at the mid interview/ intermediate interview, that outline all processes until the repeat and final opportunity for the student.

Note: If students finalise the completion of their NCAD/ MCAT documents before their practice placement period is completed and if subsequently, a serious performance issue or professional issue is identified during the remainder of the placement period, then the original successful NCAD/MCAT module outcome will be rescinded i.e. the pass grade will become a Fail Grade and a repeat placement with a new NCAD/MCAT will be required.

Step 1 – Mid Interview 'Learning Plan' NCAD

Intermediate Interview 'Learning Plan' MCAT

- If the student is having significant difficulties in achieving domains/performance indicators in the NCAD or principles/ assessment criteria in the MCAT it is vital that these difficulties are identified as early as possible in order to allow time for improvement within that practice placement period.
- As soon as significant difficulties in meeting domains/performance indicators in the NCAD

or principles/assessment criteria in the MCAT are identified they should be formally addressed with the student. The preceptor will prepare a plan to support the student to address the domains/performance indicators in the NCAD or principles/assessment criteria in the MCAT that require improvement during the remaining weeks of that placement. The student may contact their UCD Personal Tutor for support as soon as there are difficulties in meeting domains/ performance indicators in the NCAD or principles/assessment criteria in the MCAT.

- A mid interview learning plan (NCAD) / intermediate learning plan (MCAT) is developed with the student. In this plan detailed notes of the students' learning needs and the proposed actions to address these needs are made. This learning plan should be written in the NCAD/MCAT.
- The UCD Personal Tutor may attend this interview.
- Students experiencing significant difficulties on practice placements where amid interview (NCAD) / intermediate learning plan (MCAT) is not scheduled (practice placements of 3 weeks and less) must have a formal mid interview (NCAD) / intermediate learning plan (MCAT) organised. The steps pertaining to a formal Mid Interview 'Learning Plan' (NCAD) / Intermediate Learning Plan (MCAT) will apply. An additional intermediate form is available in the appendix NCAD/ MCAT document. Otherwise, the student can request this form from the CPC or UCD School Office.
- The CPC will support this student throughout the practice placement and focus on their learning needs. They will also contact and inform the UCD Personal Tutor of the specific issues raised. The student is advised to contact their UCD Personal Tutor for additional support if they have not already done so.
- It is advisable that the preceptor document any further meetings/observations with this student in the period between the mid / intermediate and final interview. This can be documented briefly giving dates and a brief description of the support offered and this too should be documented at the end of the Mid Interview Learning Plan / Intermediate Learning Plan.

Step 2 - Final Meeting NCAD/Final Interview MCAT

- Subsequent to the final meeting, if the student has not met the required domains/performance indicators in the NCAD or principles / assessment criteria in the MCAT for that placement, the preceptor will inform the CPC who will in turn inform the UCD personal tutor by e-mail.

- The CPC may be present for the final meeting if requested by the student or preceptor or UCD Personal Tutor.
- The UCD Personal Tutor may attend this interview.
- A record of the ways in which the student has not met the domains/ performance indicators in the NCAD or principles/ assessment criteria in the MCAT will be documented in detail by the preceptor in the final interview outcome sheet in the NCAD/MCAT.
- Students can prepare for step 3. A copy of the 'Final Learning Plan' is included in the appendix of the NACD/MCAT. Students should consider doing some preparatory work on their learning needs prior to the 'Final Learning Plan' meeting.

Step 3 - Implementing a 'Final Learning Plan' Following an 'Unsuccessful' Practice

Placement¹

- The student, CPC, UCD Personal Tutor/ nominee and preceptor² will arrange to meet (if possible, by the end of the practice placement but normally within two weeks of the end of the practice placement).
- The purpose of this meeting is to discuss with the student their learning needs and draw up a 'Final Learning Plan' that will guide and support them in their subsequent clinical learning. (These documents are available from the UCD School Office).
- This 'Final Learning Plan' will identify the student's learning needs and guide them in areas that require further development during both their subsequent and repeat practice placements.
- During the final learning plan meeting the UCD Personal Tutor should advise the student of the following important considerations which should be documented as actions in the final learning plan.
 - In the case of the 'repeat' practice placement, it is mandatory that the student presents their 'final learning plan' to their new preceptor so that they can avail of the required support.
 - The subsequent practice placement is not always the 'repeat practice placement'. However, in order for the student to maximise the benefits of their learning plan and improve their practice learning outcomes in both the medium and long term, they are expected to discuss their learning needs (as outlined in the Learning Plan) with their next

¹ The 'Final Learning Plan' replaces the original 'Action Plan'. The wording was changed to reflect the emphasis on supporting the students' clinical learning in both subsequent and repeat clinical replacement

² In some cases, the preceptor may not be available to be present. In which cases, another representative from the clinical placement can be present. The learning plan can be devised drawing on the documentation supplied by the preceptor in the final meeting.

preceptor in their subsequent practice placement. The UCD Personal Tutor should emphasise that the domains of competence are pertinent across all practice placements / assessments. It should also be emphasised that the opportunity to receive early support from a preceptor is in the best interest of the student.

- The 'Final Learning Plan' will be agreed and duplicated so that the student, CPC & UCD personal tutor retains a copy.

Step 4 - Presentation to The UCD Personal Tutor: NCAD/MCAT

- The student presents this NCAD/MCAT to their Personal Tutor at the designated date for presentation of the clinical assessment documentation. The student must also contact the UCD SNMHS Practice Placement Allocations Office (PPAO) to submit the details of subsequent clinical placement requirements. Contact the PPAO through the UCD SNMHS website, ucd.ie/nmhs/studentlife/howyouwilllearn/practiceplacement/
- The 'Fail grade' is recorded at the next available examination board.
- The student is offered a repeat supernumerary practice placement. The duration of a 2nd attempt practice placement will normally be of 4 weeks duration unless the duration of the original placement was less than 4 weeks. In which case, the duration of the practice placement will be the same duration as the original practice placement. The duration of the repeat practice placement will have been documented in the final learning plan.
- The repeat clinical module may incur a repeat fee.

Step 5 - Repeat Practice Placement: 2nd Attempt at The Practice Placement

- The student is offered a 2nd attempt at the practice placement /clinical module.
- The duration of a 2nd attempt practice placement will normally be of 4 weeks duration unless the duration of the original placement was of less than 4 weeks, in which case, the duration of the attempted supernumerary practice placement will be of the same duration as the original placement.
- The agreed length of the practice placement is documented in the learning plan. The personal tutor is required to inform UCD SNMHS PPAO via email if the requirement for a repeat practice placement & its duration. As early as is convenient on the 2nd attempt at practice placement, the student and new preceptor will hold a preliminary interview/initial interview with the student.
- The CPC may attend this meeting. During this meeting the student must present the 'Final

Learning Plan' to their new preceptor, outlining their documented learning needs and the areas in which the student requires additional support. The mid interview (NCAD) / intermediate interview (MCAT) initiates the same protocol as step 1 if the student is having significant difficulties.

- If a student does not meet the required domains / performance indicators in the NCAD or principles/ assessment criteria in the MCAT in this repeat practice placement, the final meeting follows the same protocol as outlined in step 2.

Step 6 - Implementing a 'Final Learning Plan' after a 2nd 'Unsuccessful' Practice

Placement

- Step 3 is followed with the following exception in relation to the duration of the repeat placement³.

Step 7 - Presentation to The UCD Personal Tutor: NCAD/MCAT

The student presents this NCAD/MCAT to their personal tutor on an agreed date. The student must contact the UCD SNMHS PPAO through the UCD SNMHS website, ucd.ie/nmhs/studentlife/howyouwilllearn/practiceplacement/ to submit the details of subsequent practice placement requirements.

- The 'grade' is presented at the next available examination board.
- The student with a fail grade will be offered a 3rd attempt at the practice placement/ clinical module.
- A new NCAD/MCAT is required and the duration of the practice placement is the same as the original practice placement (i.e. an original 8-week practice placement will be an 8 week repeat placement). The duration of the *repeat* practice placement will have been documented in the final learning plan.
- The repeat practice placement will incur a repeat fee.

Step 8 - Repeat Clinical Placement Final and 3rd Attempt

- The student is offered a third and final opportunity to repeat the practice placement/ clinical module.
- As early as is convenient on practice placement, the student, CPC and new preceptor will

³ Students should contact the UCD SNMHS school office to organise the collection of a new NCAD/MCAT.

hold a preliminary interview / initial interview with the student.⁴

- During this meeting the student must present the 'Final Learning Plan' to their new preceptor, outlining their documented learning needs and the areas in which the student requires additional support.
- The mid interview /initial interview initiates the same protocol as step 1 if the student is having significant difficulties. This is the student's final opportunity in the practice placement/clinical module. The UCD personal tutor/UCD nominee in their supportive role shall engage with the student at a convenient time soon after the mid interview/intermediate interview.
- If a student does not meet the required domains /performance criteria in the NCAD or principles/ assessment criteria in the MCAT in a repeat practice placement, the final meeting follows the same protocol as outlined in step 2.
- Presentation of NCAD/MCAT to the personal tutor is mandatory.
- A student being unsuccessful in this third 'final' repeat attempt, the student will be considered ineligible to continue in the nursing/midwifery programme.
- No subsequent attempt can be considered except with written agreement of Director of Nursing/Midwifery of the Allied Healthcare Providers and through application to the Taught Governing Board.

⁴ In an exceptional circumstance that a CPC cannot attend the preliminary interview of a practice placement that is the student's final opportunity, the UCD personal tutor/UCD nominee will be informed of this and will attend.

Final Learning Plan

Following an unsuccessful practice placement assessment

The UCD Personal Tutor is responsible for bringing the 'Final Learning Plan' document to the meeting and ensure all parts are completed.

<ul style="list-style-type: none"> <input type="radio"/> Stage 1 <input type="radio"/> Stage 2 <input type="radio"/> Stage 3 <input type="radio"/> Stage 4.5 (C&G) <input type="radio"/> Internship <input type="radio"/> HDNS 	
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Part 1: Unsuccessful practice assessment details

Please document the individual domains of competence and performance indicators that were unsuccessful.	
Domains	Performance Indicators

Part 2: Learning plan

Purpose: To clearly outline the student's learning needs and outline actions which will guide the student in their clinical learning and highlight support required from their preceptor on their repeat practice placement. Additional learning plan template sheets can be obtained from the UCD SNMHS office or CASC webpage if required.

Guidelines for Students on the use of the Learning Plan		
Subsequent practice placement that is not the repeat practice placement.	Domains of competence are pertinent in all practice placements/assessments. Students should maximise the benefits of this learning plan to improve practice learning outcomes and therefore should discuss these learning needs with their next preceptor.	<input type="checkbox"/> Discussed with student (Please tick)
Repeat practice placement	This learning plan must be presented to your preceptor in the preliminary interview of the repeat practice placement so that support can be availed of.	<input type="checkbox"/> Discussed with student (Please tick)

Learning needs	Actions/Supports	Related domains and performance indicators

Learning needs	Actions/Supports	Related domains and performance indicators

Learning needs	Actions/Supports	Related domains and performance indicators

Part 3: Follow up plan

Repeat Practice Placement Details		
Repeat Practice Placement Duration Weeks:	UCD Personal Tutor to inform PPAO of the details of the repeat practice placement duration intended.	
Practice Placement Documentation	The student must contact the UCD SNMHS Office for a new NCAD/MCAT	
Learning plan reviewed on the preliminary meeting of the repeat placement		<input type="checkbox"/> Preceptor <input type="checkbox"/> Student

Additional Comments:

	Block capitals	Signature
Student:		
Preceptor:		
UCD Personal Tutor:		
CPC:		
Date:		

