

BSc (Hons) in CHILDREN'S & GENERAL NURSING Practice Placement Year Four (Supernumerary & Internship)



Bord Altranais agus
Cnáimhseachais na hÉireann
Nursing and Midwifery Board
of Ireland



ST. VINCENT'S
HEALTHCARE GROUP
Advancing Healthcare Since 1834



Full nursing student name (as per candidate register):

Nursing student college ID number:

Higher education institution:

National Competence
Assessment Document for the
Undergraduate Children's and
General Nursing Student
(2022)

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Instructions for use

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) Supernumerary and Internship practice placement documentation.	<input type="checkbox"/>
It is my responsibility to check ARC for information regarding transport links, start times and orientation dates/times for all practice 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. Daily Record of Attendance must be completed at the end of each shift. 100% attendance is required on all practice placements. 	
I have read and understood the above instructions for NCAD Stage/Year 4 – Supernumerary and Internship	
Student Signature:	Date:

Your Practice Placement

“Clinical placements ... are where the world of nursing (midwifery) comes alive” (Levett-Jones & Bourgeois, 2009, 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.

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 UCD Student Advisor:	Ms. Anna Scully
E-mail Address of UCD Student Advisor:	Anna.Scully@ucd.ie
Phone number of UCD Student Advisor:	01 7166497

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 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: Supernumerary

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. Practice placements in Stage 4 supernumerary include child and adult practice placements (4A, 4B and 4C Supernumerary). Students will be expected to complete the HSE online preceptorship programme during 4B supernumerary placement. Students will also complete their skills and medication workbook in addition to their practice sessions for venepuncture and cannulation. Evidence of completion for all items should be presented to the Personal Tutor in April before commencement of internship.

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.
- Students cannot progress into Internship Practice Placement until ALL supernumerary practice placements are 100% completed. Time owed can be made-up after internship.

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 attendance requirements 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 Documents Outlined In The Appendix

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.
- During Year 4 Supernumerary and Internship practice placement present NCAD and all other clinical assessment documentation 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.

Practice Placement Assessment Protocol: Internship

Each student is required to complete an internship period of thirty-six weeks which commences usually in May. There are four practice placements during the internship period in Stage/Year 4. Students are assessed on 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 Meeting Standards and Progression in Internship

A student will not be eligible for the award of a degree of BSc. (Nursing/Midwifery) without having attained a pass in all the internship practice placements modules in stage/year 4 and met the requirement for attendance for internship practice placements.

Regulations for Meeting Competence at Internalisation and Dissemination Level

Level of Competence required of each year

Year	Benner	Steinaker and Bell	Level of Supervision
Year 1	Novice	Exposure and/or participation	Direct supervision
Year 2	Advanced beginner	Participation and/ or identification	Close supervision
Year 3	Advanced beginner	Participation and/or identification	Indirect supervision
Year 4 Supernumerary	Advanced beginner	Identification	Distant supervision
Year 4/4.5 Internship	Competent	Internalisation and dissemination	Distant supervision

Nursing and Midwifery National Assessment Competence Tool (2019)

The final outcome of practice placement assessment is recorded as either 'pass' or 'fail' and is grade point neutral. The student must attain a 'pass' grade in all practice placements in order to attain an overall 'pass' for the stage. A 'pass' in clinical assessment is determined on the basis of a student attaining all domains and all required performance indicators at internalisation and dissemination of assessment as outlined by National Assessment Competency Document (NCAD). The relevant sections of the assessment must be completed at the appropriate time, in consultation with the student's clinical preceptor and presented to the UCD personal tutor.

Practice placements of the internship period will be assessed at competence level of internalisation using NCAD (4A) NMHS 31370 (Children's) and NCAD (4C) NMHS 31750 (Adult). The second two practice placements in each discipline in the internship period will be assessed at competence level at dissemination using NCAD (4B) NMHS 31740 (Children's) and (4D) NMHS 31760 (Adult) (see table below).

Childrens & General Programme	Level of Competence	Module Codes
Children's		
NMHS 4 A	Internalisation	NMHS 31370
NMHS 4 B Clinical Management and Leadership Experience	Dissemination	NMHS 31740
General		
NMHS 4 C	Internalisation	NMHS 31750
NMHS 4D Clinical Management and Leadership Experience	Dissemination	NMHS 31760

Students must successfully complete NCAD either 4A Child or 4C Adult at the level of competence - Internalisation before undertaking level of competence of dissemination 4B Child or 4D adult. Students must successfully complete the level of competence internalisation and dissemination in each registration strand 4A and 4B in Children's, 4C and 4D in General on internship modules before they can undertake level of competence
- internalisation and dissemination in the next registration strand

All students are responsible to be familiar with the documents listed below.

- Students should obtain comprehensive feedback from their preceptor during their practice placements and at the Mid – Interview, to ensure they are aware of the areas of competence they may need to focus on for the remainder of a practice placement.

- Students should be very familiar with protocol 'When an Internship Student Is Having Significant Difficulties In Meeting Competence During A practice 1 Placement and When An Internship Student Is Unsuccessful In Their Practice Assessment' In the case of a student failing to obtain a 'pass' in a single 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 competence in a particular clinical module, a repeat practice placement will be required. A student who fails an internship practice placement in Stage 4 having had two attempts (one original and one repeat) will be ineligible to continue in that nursing or midwifery programme. No subsequent attempt can be considered except with the written agreement of the Director of Nursing/Midwifery of the clinical partner site and through application to the Governing Board. No subsequent attempt can be considered except through application to and approval by the Programme Board.

Regulations Regarding Attendance

Full attendance is required on all clinical placements. This is necessary 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. All absences from clinical placement in Stage 4 will be recorded and all absences must be made up at the end of Stage 4. You cannot pay back time within a module that you are repeating. If you fail a practice placement you must repeat the complete duration of the failed practice placement. For example, if the failed placement was 9 weeks in duration, you repeat the whole 9 weeks. Any time owing is in addition to this.

Protocol for Recording Student Attendance

- As an employee of the health service employer, you are bound by the rules, policies and procedures of the employer. Under normal custom and practice, you are required to provide a service (under supervision) for the salary received. As a salaried employee you must abide by local and statutory attendance regulations. This means that when absent you must follow local reporting policies and procedures. While on the internship period, you are also required to meet the Nursing and Midwifery Board of Ireland (NMBI) minimum registration requirements in respect of clinical instruction. As a registered student with UCD, you will continue to be bound by the rules and regulations of the College, as set out in the Student Handbook.
- During the internship period the health service provider will forward a summary of your absences to the Allocations Office UCD School of Nursing, Midwifery and Health Systems. The Allocations Office where appropriate, will plan supplementary placements to commence at the end of the internship period. Please note that students will not be considered for the award of Degree or registration with The Nursing and Midwifery Board of Ireland (NMBI) until the registration requirements in respect of clinical instruction and attendance have been met.

Guidelines for Completion of Self Evaluation for Practice Placements

Year 4 (Supernumerary & Internship)

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).

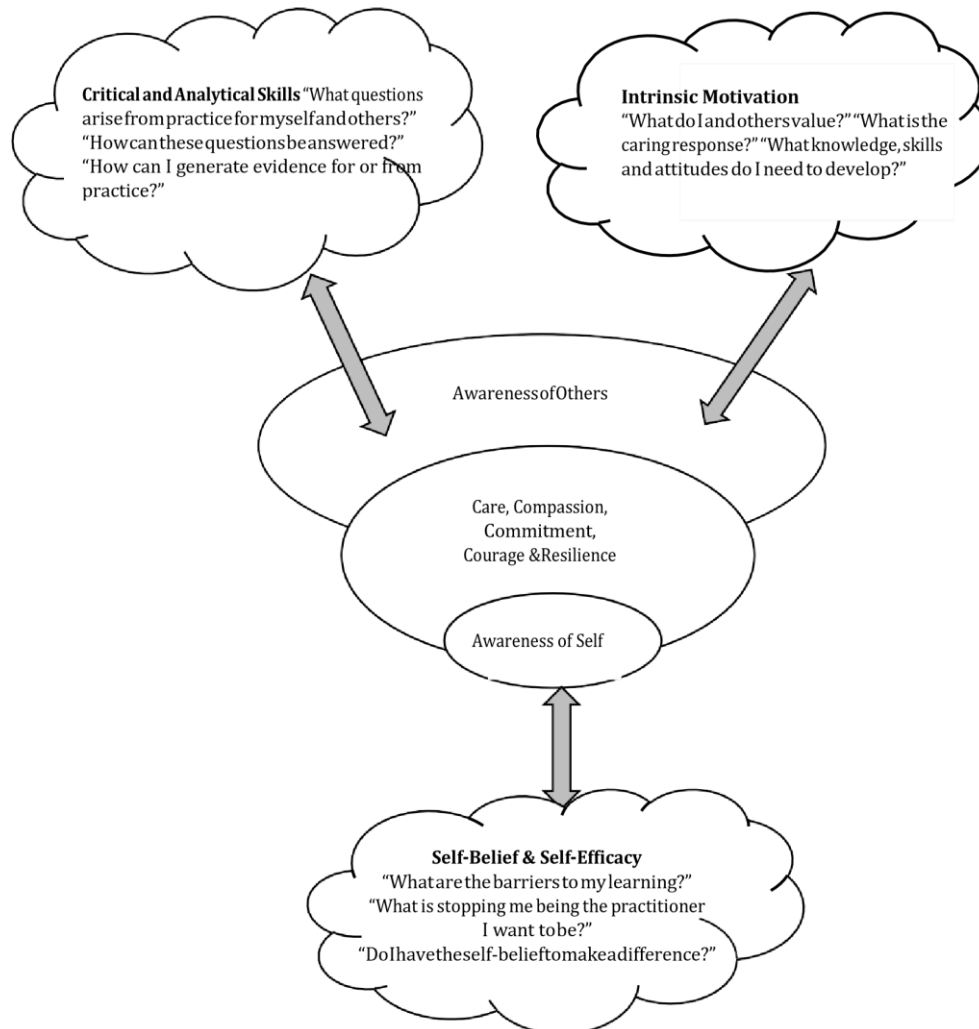
A learning outcome states what you hope to learn during the placement, and it should build on the knowledge, skills and professional values that you have learnt on previous practice placements while also addressing the six domains of competence. It is your responsibility to determine and write learning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

FIGURE 1

SELF-EVALUATION OF LEARNING NEEDS AND EXPECTATIONS (NMBI, 2019)

A guide to help you with your self-evaluation



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.

**NMHS 31090
PRACTICE PLACEMENT 4A
(CHILDREN'S & GENERAL NURSING)**

SUPERNUMERARY

CHILDREN'S NURSING

**LONG PRACTICE PLACEMENT
(4 weeks or more)**

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):

Signature Bank

PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES/PRACTITIONERS REGISTERED WITH NMBI/ SUPERVISORS SIGNATURE SHEET

All Preceptors/Associate Preceptors/Practitioners Registered with NMBI /Supervisors¹ signing nursing student documentation should insert their details below, as indicated.

Name of Preceptor/Associate Preceptor/Practitioner Registered with NMBI/ Supervisor (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.

¹ Adapted from Nurse Registration Programmes Standards and Requirements (NMBI, 2016:124 – 3.2.6.6)

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):**Practice Placement Details and Attendance Record**

This is a sample attendance record and will be operationalised in each HEI in accordance with local policy and procedures.

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		
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 7 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 7 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 8 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 8 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC 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). (Review in Guidelines for the National Competence Assessment Document.)

The previous applicable experiences that I will 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 will 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 policy and procedures

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):
Competence Assessment Interviews
MID INTERVIEW: LEARNING PLAN (if required)

Student Name:	Student Number:	
Placement:	Dates from:	to
<p>The student is required to reflect on his/her own learning needs to date. The preceptor should review the student's progress in relation to the learning needs and learning opportunities identified at the first meeting and relate this to progress in their National Competence Assessment Document. The preceptor should if appropriate enact Step 1 of the protocol 'When an internship/supernumerary Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.'</p>		
Domain 1: Professional Values and Conduct of the Nurse Competences		
Domain 2: Nursing Practice and Clinical Decision-Making Competences		
Domain 3: Knowledge and Cognitive Competences		
Domain 4: Communication and Interpersonal Competences		
Domain 5: Management and Team Competences		
Domain 6: Leadership Potential and Professional Scholarship competences		
Nursing Student Signature:	Date:	
Preceptor/Associate Preceptor signature:	Date:	
CPC signature (if appropriate):	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):
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year 4 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): Six Domains of Competence

NMBI have determined that to practice 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 practice 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 child or young 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 4/ 4.5, at the end of the supernumerary practice placement, nursing students have to achieve all domains and all indicators as Advanced Beginners at Identification level 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.

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE

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

1.1 Demonstrates safe, person-centred care		*I (Yes =√ or No= X)	**Initials
a.	Adheres to best practice to ensure the safety of children and young people and protection of the public through the delivery of safe, ethical and competent nursing care		
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in nursing care delivery		
c.	Maintains safe hand hygiene, infection prevention and control and regulations governing the care of children and young people in the healthcare setting		
d.	Acts professionally with due regard to regulatory requirements		
e.	In accordance with ethical and professional guidance, acts to challenge and report practices that could compromise a child and young person's safety, dignity or privacy		

***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

1.2 Demonstrates compassion in providing nursing care		*I (Yes =√or No= X)	Initials
a.	Consistently supports the child and young person throughout the healthcare experience and across the age spectrum through caring, kind and attentive interventions		
b.	Consistently acts in a professional manner that is attentive, sensitive and non-discriminatory showing respect for diversity and individual preferences		
c.	Assists children and young persons to enhance their physical, sensory, emotional wellbeing and comfort during nursing and health care interventions		
1.3 Demonstrates responsible and professional practice		*I (Yes =√or No= X)	Initials
a.	Practises to the level of expected competence		
b.	Recognises and responds to situations that require to be shared with more experienced colleagues, senior managers or other healthcare team members.		
c.	Justifies reasons for decisions and for actions taken to complete delegated tasks safely and in accordance with policies, procedures and guidelines.		
d.	Seeks opportunities to undertake and enhance professional competence.		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING

Criteria related to delivering effective, person-centred nursing care under *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 child and family-centred framework to guide nursing history taking to assess the child or young person's experience of altered health, ability or life stage needs.		
b.	Undertakes health status assessments and develops physical examination skills.		
c.	Analyses information collected through communication, feedback, observations and clinical data to reach an accurate assessment of a child or young person's nursing care needs.		
d.	Applies knowledge of pathophysiology and pharmacotherapeutics to identify through observations and feedback any variations in the health of the child or young person.		
2.2 Plans and prioritises person-centred nursing care		*I (Yes =√ or No= X)	Initials
a.	Develops a nursing care plan taking into account relevant observations, results of nursing and clinical assessments and feedback of the child or young person and their family		
b.	Plans nursing interventions with specific indicators for the achievement of goals, applying best practice evidence and taking into account acuity of the child or young person's health status		
c.	Presents a plan and implementation of care for a child or young person with a rationale for priorities, types of interventions and indicators to members of the health care team		
d.	Discusses with the child or young 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 child or young person's changing healthcare needs and documents changes in the plan of care		
b.	Recognises and reports when the student judges that a child or young person requires interventions beyond his/her competence or scope of practice		
c.	Empowers a child or young person to promote self-management of their condition and to facilitate their health and wellbeing		
d.	Supports the safety, dignity and comfort of a child or young person whilst undertaking nursing interventions and meeting their activities of daily living needs		
e.	Uses nursing interventions, medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal of same		

f.	Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines while following legislation and professional guidance		
g.	Supports a child or young person with a life-limiting condition and family to adapt to the transition to palliative care		

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 child or a young person and the healthcare team to evaluate and adjust the nursing care plan		
b.	Gathers additional data from multiple sources to analyse and evaluate priorities, goals and timeframes based on changes to the child or a young person condition and their response to care or treatment		
c.	Monitors and evaluates nursing interventions within a child or young person's plan of care against evidence a 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 child or young person's health status		
b.	Recognises and acts responsibly to intervene and alert members of the multidisciplinary team if a child or young person's health or condition is deteriorating		
c.	Initiates emergency interventions in response to life-threatening changes to a child or young person's health status		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCE

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 common physical, psychological, developmental and behavioural signs, associated with the care of children or young persons in the current practice setting		
b.	Discusses the vulnerabilities and co-morbidities commonly associated with children or young person's health and nursing care.		
c.	Applies current nursing knowledge to situations encountered in the practice setting.		
d.	Safely and accurately carries out medication calculations for the child or young person for medication management by diverse routes of delivery.		
e.	Sources information regarding an aspect of health policy relevant to a children's nursing intervention used in the practice setting.		
f.	Applies ethical reasoning to explore and reflect on a moral dilemma in day-to-day nursing.		
g.	Gathers data for nursing metrics, using health information technology where available.		
h.	Applies knowledge of relevant legislation to the nursing care of children and young persons in the practice setting.		

3.2 Uses critical thinking and reflection to inform practice		*I (Yes =✓ or No= X)	Initials
a.	Applies analysis and critical reasoning to develop potential responses to a situation perceived to be challenging in the practice setting.		
b.	Reflects on a situation that s/he has found to be challenging within the practice setting and outlines steps to enhance coping mechanisms and personal resilience.		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCE

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 child-centred manner		*I (Yes =✓ or No= X)	Initials
a.	Applies active listening skills and responses when communicating with a child or young person with emotional, sensory, intellectual or cultural communication difficulties		
b.	Applies the principles of cultural diversity, dignity and autonomy when communicating in a person centred manner		
c.	Uses age-appropriate communication skills to demonstrate respect for the rights, autonomy and choices of a child and young person		
d.	Assists a child or young person and the family through the provision of emotional support and information to undertake nursing, medical/surgical or diagnostic procedure		
e.	Uses appropriate skills and knowledge to teach/facilitate a child or young person or family to self-manage an aspect of care		
f.	Empowers a child or young person to express their wishes with respect to healthcare decisions/interventions		

4.2 Communicates accurately with the healthcare team		*I (Yes =✓ or No= X)	Initials
a.	Using professional nursing terminology and accurately reports, records and documents clinical observations		
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes		
c.	Conveys information gathered accurately in a nurse to nurse reporting and during health care team meetings and liaisons		
d.	Liaises with other healthcare professionals to ensure that the rights and wishes of children and young people 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		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCE

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 child or a young person through a collaborative partnership with the child or a young person, family and multidisciplinary team		
b.	Collaborates effectively with other healthcare disciplines and other members of the nursing team for coordination and continuity of a child or young person's care		
c.	Works with the healthcare team to foster a supportive clinical working environment to facilitate a culture of trust, openness, respect, kindness and safe standards of care		

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 and in accordance with local policies, procedures and guidelines		
b.	Assesses priorities to manage the organisation of nursing interventions and resources safely and effectively		
c.	Assesses risk to the safety, security and wellbeing of the child or young person, and using the information to develop a safety plan		
d.	Contributes to the learning experiences of colleagues through support, supervision and facilitation of learning		
e.	Identify an audit /quality improvement activity in this practice placement		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

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.	Leads and coordinates the nursing team through delegation, coordination and liaison with other members of the healthcare team		
b.	Enhances personal competence through the constructive use of feedback, supervision and appraisal		
c.	Applies insights 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-direction in learning, critical reasoning in decision-making and undertaking continuing personal and professional development		
b.	Learns from experience to adapt nursing interventions and to update competence in response to dynamically altering health environments		

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.

**NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):
Competence Assessment Interviews**

Domains and Indicators that were not achieved by the Nursing Student in this Practice Placement

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

**NMHS 33740
PRACTICE PLACEMENT 4B
(CHILDREN'S & GENERAL NURSING)**

SUPERNUMERARY

ADULT NURSING

**LONG PRACTICE PLACEMENT
(4 weeks or more)**

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):
Signature Bank
PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES/PRACTITIONERS
REGISTERED WITH NMBI/ SUPERVISORS SIGNATURE SHEET

All Preceptors/Associate Preceptors/Practitioners Registered with NMBI /Supervisors² signing nursing student documentation should insert their details below, as indicated.

Name of Preceptor/Associate Preceptor/Practitioner Registered with NMBI/ Supervisor (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.

¹ Adapted from Nurse Registration Programmes Standards and Requirements (NMBI, 2016:124 – 3.2.6.6)

NMBI National Competence Assessment Document – Year Four (SUPERNUMERARY):

Practice Placement Details and Attendance Record

This is a sample attendance record and will be operationalised in each HEI in accordance with local policy and procedures.

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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 7 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 7 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 8 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 8 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC 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). (Review in Guidelines for the National Competence Assessment Document.)

The previous applicable experiences that I will 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 will 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 policy and procedures

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):
Competence Assessment Interviews
MID INTERVIEW: LEARNING PLAN (if required)

Student Name:		Student Number:	
Placement:		Dates from:	to
<p>The student is required to reflect on his/her own learning needs to date. The preceptor should review the student's progress in relation to the learning needs and learning opportunities identified at the first meeting and relate this to progress in their National Competence Assessment Document. The preceptor should if appropriate enact Step 1 of the protocol 'When an internship/supernumerary Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.'</p>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Interpersonal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship competences			
Nursing Student Signature:		Date:	
Preceptor/Associate Preceptor signature:		Date:	
CPC signature (if appropriate):		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):
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year 4 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): Six Domains of Competence

NMBI have determined that to practice 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 practice 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 child or young 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 4/ 4.5, at the end of the supernumerary practice placement, nursing students have to achieve all domains and all indicators as Advanced Beginners at Identification level 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.

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE

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

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 the delivery of safe, ethical and competent person-centred care		
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in nursing care 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		

***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

1.2 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.	Practises 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 professional competence.		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING

Criteria related to delivering effective, person-centred nursing care under ***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 documents 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		
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 the healthcare team to evaluate and adjust the nursing 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		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCE

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 the practice setting.		
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 the practice setting.		

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		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCE

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 accurately reports, records and documents clinical observations		
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes		
c.	Conveys information gathered accurately in a nurse to nurse reporting and during multidisciplinary team meetings		
d.	Liaises with other healthcare 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		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCE

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 and in accordance with local policies, procedures 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 colleagues through support, supervision and facilitation of learning		
e.	Identify an audit /quality improvement activity in this practice placement		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

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-direction in learning, 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.

**NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):
Competence Assessment Interviews**

Domains and Indicators that were not achieved by the Nursing Student in this Practice Placement

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

**NMHS 33750
PRACTICE PLACEMENT 4C
(CHILDREN'S & GENERAL NURSING)**

SUPERNUMERARY

ADULT NURSING

**LONG PRACTICE PLACEMENT
(4 weeks or more)**

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):

Signature Bank

PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES/PRACTITIONERS REGISTERED WITH NMBI/ SUPERVISORS SIGNATURE SHEET

All Preceptors/Associate Preceptors/Practitioners Registered with NMBI /Supervisors¹ signing nursing student documentation should insert their details below, as indicated.

Name of Preceptor/Associate Preceptor/Practitioner Registered with NMBI/ Supervisor (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.

¹ Adapted from Nurse Registration Programmes Standards and Requirements (NMBI, 2016:124 – 3.2.6.6)

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):

Practice Placement Details and Attendance Record

This is a sample attendance record and will be operationalised in each HEI in accordance with local policy and procedures.

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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 7 - Attendance Record					
Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 7 - Reflection Record			
Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 8 - Attendance Record					
Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 8 - Reflection Record			
Date	Structured Reflection	Theme	Hours
	Preceptor/CPC 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). (Review in Guidelines for the National Competence Assessment Document.)

The previous applicable experiences that I will 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 will 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 policy and procedures

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):
Competence Assessment Interviews
MID INTERVIEW: LEARNING PLAN (if required)

Student Name:		Student Number:	
Placement:		Dates from:	to
<p>The student is required to reflect on his/her own learning needs to date. The preceptor should review the student's progress in relation to the learning needs and learning opportunities identified at the first meeting and relate this to progress in their National Competence Assessment Document. The preceptor should if appropriate enact Step 1 of the protocol 'When an internship/supernumerary Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.'</p>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Interpersonal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship competences			
Nursing Student Signature:			Date:
Preceptor/Associate Preceptor signature:			Date:
CPC signature (if appropriate):			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):
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year 4 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): Six Domains of Competence

NMBI have determined that to practice 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 practice 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 child or young 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 4/ 4.5, at the end of the supernumerary practice placement, nursing students have to achieve all domains and all indicators as Advanced Beginners at Identification level 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.

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE

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

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 the delivery of safe, ethical and competent person-centred care		
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in nursing care 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		

***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

1.2 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.	Practises 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 professional competence.		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING

Criteria related to delivering effective, person-centred nursing care under ***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 documents 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		
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 the healthcare team to evaluate and adjust the nursing 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		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCE

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 the practice setting.		
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 the practice setting.		

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		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCE

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 accurately reports, records and documents clinical observations		
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes		
c.	Conveys information gathered accurately in a nurse to nurse reporting and during multidisciplinary team meetings		
d.	Liaises with other healthcare 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		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCE

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 and in accordance with local policies, procedures 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 colleagues through support, supervision and facilitation of learning		
e.	Identify an audit /quality improvement activity in this practice placement		

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY): ADVANCED BEGINNER

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-direction in learning, 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: PROGRESS NOTES
(Performing at Year 4 Level of Competence)

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.

**NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY):
Competence Assessment Interviews**

Domains and Indicators that were not achieved by the Nursing Student in this Practice Placement

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

Supernumerary Appendix



Programme Requirements for Progression and Description of Outcomes for Supernumerary Clinical Modules

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery Stages
BSc Children's & General Nursing

Programme Derogations

Derogations are implemented to ensure that the domains/ performance indicators in the National Competence Assessment Document (NCAD) or principles /assessment criteria in the Midwifery Competence Assessment Tool (MCAT) of progression within clinical supernumerary modules are met. Derogation describes where a module or programme is granted formal exemption from the University Academic Regulations. Approval of derogations is granted by the University Undergraduate Programme Board.

Derogation 1

All clinical modules in each year of the three nursing programmes and midwifery programme must be passed before the student can progress to the next year of the programme.

Derogation 2

In addition to passing all the clinical modules of a particular year, students are required to complete all of the clinical time for that year, before they can progress to the next year of the programme.

Note: Upon completing any outstanding clinical time for a module, students must immediately present their time sheets, confirming completion of this time, to the School of Nursing Midwifery and Health Systems clinical allocations office. The student should keep a copy of the time sheet as proof of submission. Failure to submit the completed time sheet will result in the student being unable to progress to the next year of the programme.

Derogation 3

A student who fails a supernumerary clinical practice module having had three attempts will be ineligible to continue in that nursing or midwifery programme.

Description of Outcomes for Supernumerary Clinical Modules

Outcome	Description
PASS (P)	<p>National Competence Assessment Document (NCAD) Domains /Performance Indicators have been achieved. A Pass (P) grade is awarded.</p> <p>Midwifery Competence Assessment Tool (MCAT) Principles / Assessment Criteria have been achieved A Pass (P) grade is awarded.</p> <p>Derogation Requirement: Students are required to complete all of the clinical time for that year before they can progress to the next year of the programme.</p>
Incomplete (IM)	<p>National Competence Assessment Document Domains/Performance Indicators have not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances. An ‘Incomplete’ (IM) grade is awarded.</p> <p>Midwifery Competence Assessment Tool Principles/ Assessment Criteria have not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances. An ‘Incomplete’ (IM) grade is awarded.</p> <p>Remediation Strategy:</p> <ul style="list-style-type: none"> • Students will be given only <u>one</u> opportunity to attend a practice placement to achieve outstanding performance indicators in the NCAD or assessment criteria in MCAT. This re-scheduled time is considered part of the first attempt. • Normally the time required to complete the clinical assessment will be equivalent to the outstanding time for that practice placement. • If the performance indicators in the NCAD or assessment criteria in the MCAT are not completed during this one opportunity, due to absenteeism, the CPC will contact the UCD personal tutor. The case will be reviewed, and a plan of action will be put in place with the involvement of the Clinical Allocations Office. • The Incomplete (IM) will only become a Pass (P) when all NCAD performance indicators or MCAT assessment criteria have been achieved. <p>Derogation Requirement: Students are required to complete all of the clinical time for that year before they can progress to the next year of the programme</p>

<p>Incomplete Extenuating Circumstance (IX)</p>	<p>National Competence Assessment Document Domains/Performance Indicators have not been achieved due to extenuating circumstances. An 'Incomplete with Extenuating' (IX) grade is awarded based on a recommendation from the Extenuating Circumstances Committee.</p> <p>Midwifery Competence Assessment Tool (MCAT) Principles/Assessment Criteria have not been achieved due to extenuating circumstances. An 'Incomplete with Extenuating' (IX) grade is awarded based on a recommendation from the Extenuating Circumstances Committee.</p> <p>Remediation Strategy:</p> <ul style="list-style-type: none"> • The student is required to undertake a supplemental practice placement which is considered as part of the first attempt. This provides an opportunity to complete the unattained/incomplete performance criteria in the NCAD or assessment criteria in the MCAT • The supplemental practice placement duration may vary to meet the needs of individual students. • The IX grade will only become a Pass (P) when all performance indicators in the NCAD or assessment criteria in the MCAT have been achieved. <p>Derogation Requirement: Students are required to complete all of the clinical time for that year before they can progress to the next year of the programme.</p>
<p>Fail (F) on 1st attempt</p>	<p>National Competence Assessment Document Domains /Performance Indicators have not been achieved on the repeat. A Fail grade is awarded.</p> <p>Midwifery Competence Assessment Tool Principles/Assessment Criteria have not been achieved on the repeat. A Fail grade is awarded.</p> <p>Remediation strategy for Second Attempt</p> <ul style="list-style-type: none"> • The student is required to undertake a repeat practice placement. • The student is required to focus on the unattained standards from the 1st clinical placement (original). • The duration of the repeat practice placement is 4 weeks. If the original practice placement was less than four weeks the repeat is the same duration as the original practice placement. • The outcome grade for the 2nd attempt will be presented at the next available examination board. <p>Derogation Requirement: Students are required to complete all of the clinical time for that year before they can progress to the next year of the programme.</p>

<p>Fail Repeat (FR) on 2nd attempt</p>	<p>National Competence Assessment Document Domains / Performance Indicators have not been achieved on the repeat. A Fail grade is awarded.</p> <p>Midwifery Competence Assessment Tool Principles / Assessment Criteria have not been achieved on the repeat. A Fail grade is awarded.</p> <p>Remediation Strategy for Third Attempt</p> <ul style="list-style-type: none"> • The student is required to undertake a repeat clinical placement. • The student is required to complete a new NCAD and must achieve all performance criteria of that assessment or the student is required to complete a new MCAD and must achieve all assessment criteria of that assessment. • The duration of the repeat Practice I placement is the same as the 1st (original) practice placement. • The outcome grade for the 3rd attempt will be presented at the next available examination board. <p>Derogation Requirement: Students are required to complete all of the clinical time for that year before they can progress to the next year of the programme.</p>
<p>Fail (F) repeat on 3rd attempt</p>	<p>A fail grade is awarded if the National Competence Assessment Document Domains / Performance Indicators. A Fail grade is awarded.</p> <p>Midwifery Competence Assessment Tool Principles/ Assessment Criteria have not been achieved during the repeat placement. A Fail grade is awarded.</p> <ul style="list-style-type: none"> • The student is required to undertake a repeat practice placement. • The student is required to focus on the unattained NCAD performance indicators from the previous practice placement or MCAT assessment criteria • The duration of the repeat practice placement is 4 weeks. If the original practice placement was less <i>than four weeks</i> the repeat is the same duration as the original practice placement. • The outcome grade will be presented at the next available examination board. As per the progression derogation, a student who fails the 3rd attempt a supernumerary practice placement module will be ineligible to continue in that nursing or midwifery programme. <p>Derogation Requirement: Students are required to complete all of the clinical time for that year before they can progress to the next year of the programme.</p>

NoGrade (NM)	<p>Failure to attend and/or present a completed National Competence Assessment Document to the UCD personal tutor, with no evidence of extenuating circumstances</p> <p>Failure to attend and/or present a completed Midwifery Competence Assessment Tool to the UCD personal tutor, with no evidence of extenuating circumstances.</p> <p>Remediation Strategy:</p> <ul style="list-style-type: none"> • No Grade is treated the same as a fail grade and considered as a clinical attempt. <p>The student is required to repeat the clinical module.</p>
ABS	<p>Failure to attend and/or present a completed NCAD / MCAT assessment document to the UCD personal tutor, with no evidence of extenuating circumstances.</p> <p>NCAD or MCAT submitted did not merit a grade (e.g. performance indicators or assessment criteria are not signed appropriately or missing signatures in signature bank)</p>



Undergraduate Students: Overview of Supports and Policies for Managing Student Health and Wellbeing.

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

The purpose of this document is to provide an overview of the management of undergraduate student health and wellbeing related topics and concerns.

The term *undergraduate student health and wellbeing* is a broad term that encompasses a broad range of topics and issues. Management of these are dealt with through a range of policies and supports and or on an individual case by case basis. Concerns about the health of a student may be raised by students themselves, staff of Associated Health Care Providers, staff of UCD or others.

Protecting the health and wellbeing of undergraduate Students Vaccinations Programmes

Each of the principal hospitals, to whom the students are randomly allocated to for the duration of their programmes, own Occupational Health Department offer the students the HSE recommended vaccinations programmes in order to protect the students and the patients they come into contact with during practice placements.

The Practice Placement Allocations Office (PPAO) liaise with each hospitals Occupational Health Department to administer the appointments for these vaccination programmes.

PPAO also administers the HSE nationally recommended Covid-19 processes, the aim of which is to reduce the risk of emergence/re-emergence of, and to support the management of Covid-19 in Associated Health Care Provider sites.

Health and wellbeing concerns

In general, students are advised to seek medical help if they have a concern about their personal health and wellbeing. When a student's health and wellbeing concern is raised in most cases it can be addressed and resolved by reaching agreement with the student on recommended actions. This may include a recommendation to access and or a referral to any of the following services and supports. This list is indicative only, and not an exhaustive list of potential supports.

- The student's GP or other existing supports that the student already engages with.
- UCD Health and Safety. Information available at <https://www.ucd.ie/sirc/healthsafety/>
- The UCD Student Health Service. Information available at <https://www.ucd.ie/stuhealth/>
- UCD Student Counselling Service. Information available at <https://www.ucd.ie/studentcounselling/>
- Associated Health Care Provider's Occupational Health Service.
- Associated Health Care Provider's Employee Assistance Programme.
- Emergency Services (999 or 112).
- Emergency Department or Rapid Injury Unit.
- Student Advisors. Information available at <https://www.ucd.ie/studentadvisers/>
- UCD Access and Lifelong Learning. Information available at <https://www.ucd.ie/all/>

- UCD Equality, Diversity, and Inclusion Dignity & Respect Support Service. Information available at <https://www.ucd.ie/equality/contact/>
- UCD Students' Union Sabbatical Officers. Information available at <https://www.ucdsu.ie/>
- UCD Student Mental Health and Wellbeing Policy. Information available at <https://www.ucd.ie/t4cms/UCD-Student-Mental-Health-Policy1.pdf>
- UCD Chaplaincy. Information available at <https://www.ucd.ie/chaplaincy/>
- Healthy UCD. Information available at <https://www.ucd.ie/healthyucd/>
- UCD James Joyce Library Life Skills Collection. Information available at <https://libguides.ucd.ie/healthandwellbeing>
- Extenuating Circumstances Policy. Information available at <https://www.ucd.ie/students/studentdesk/extenuatingcircumstances/>
- Leave of Absence Policy. Information available at <https://www.ucd.ie/students/registration/takingaleaveofabsence/>
- Exit Award Policy. Information available from the SNMHS School Office.

Concerns about a student fitness to continue to study on their Programme

In some situations, a concern may arise about a student's behaviour, capacity, welfare, or wellbeing to the extent that their fitness to continue in study is a cause for concern. Concerns of this nature are managed through *UCD Fitness to Continue in Study Policy and Procedures* available at <https://www.ucd.ie/secca/fitnesstocontinueinstudy/>. It is supported by the SNMHS *Programme Fitness to Practise Statement* available at https://www.ucd.ie/secca/t4media/SFTP06_NMHS.pdf.

The *UCD Fitness to Continue in Study Process Map* is available at https://www.ucd.ie/secca/t4media/FTCS_process%20map.pdf. It provided an overview of the process and personal responsible.



Protocol for BSc Nursing and Midwifery Students Wishing to Avail of Compassionate Leave Whilst on Supernumerary Practice Placement and Internship Placement

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

UCD School of Nursing, Midwifery and Health Systems (UCD SNMHS), and the clinical partner sites, aim to support nursing and midwifery students who need to avail of compassionate leave while on clinical placement. Compassionate leave is granted at the **discretion** of the UCD SNMHS and the healthcare institution. Students can also contact their UCD personal tutor and/or student advisor, chaplain, programme and/or stage coordinators to avail of additional UCD support.

Supernumerary Practice Placement

- Students on supernumerary clinical placement must request Compassionate Leave from their Clinical Placement Co-Ordinator (CPC). If the student cannot contact the CPC then link in with their UCD personal tutor.
- Students on supernumerary practice placement may be granted: Up to a maximum of **three** working days on the death of an immediate relative (for example, father, mother, brother, sister, mother-in-law, father-in-law, grandparent, aunt, uncle, niece, or nephew) on the death of a spouse/partner or child, the maximum number of days may be increased to **five** consecutive days.
- If the period of Compassionate Leave impacts on the student's ability to successfully complete their practice placement, then the student must complete any outstanding clinical time as per UCD SNMHS guidelines.
- If the period of Compassionate Leave impacts on the student's ability to successfully meet their minimum hours for NMBI registration requirements for the programme, then the student must make up enough of the hours to meet NMBI minimum registration hours.

Internship Practice Placement

The students on internship placement must follow the local hospital/guideline on compassionate leave, which may differ from this protocol.

Student may need to refer to UCD Policies:

- Extenuating Circumstances
- Late Submission of Course Work
- Leave of Absence



Protocol on Non-Compliance with Absence Reporting Procedure While on Supernumerary Practice Placement

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

Introduction

Practice placements are an integral part of the BSc (Nursing) and the BSc (Midwifery) degree programmes. They 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. Full attendance is mandatory on all practice placements. This protocol outlines the procedure to be followed in if a student fails to follow the process in the host organization for reporting absence(s) from a practice placement.

Procedure

Each health care partner has its local protocol regarding reporting absences which students are informed of either at hospital orientation or through ARC. If a student has not complied with the absence reporting procedure while on supernumerary clinical placement this constitutes a disciplinary matter, and the following measures should be implemented.

• Step 1

On receiving notification from the health care partner that a student has not complied with the absence reporting procedure while on supernumerary clinical placement, the UCD personal tutor should advise the student of the importance of adhering to absencereporting procedures in the host organisation. The UCD personal tutor should also informthe relevant UCD SNMHS Programme Director who will inform the Programme Office where the absence will be recorded.

• Step 2

If the student does not comply with the absence reporting procedure while on supernumerary clinical placement on a second occasion, the Programme Director will writeto the student informing them of the importance of complying with absence reporting procedures and that any further breaches will be referred to the Associate Dean for Undergraduate Programmes. The Programme Director informs the Programme Office where the absence will be recorded.

• Step 3

If the student does not comply with the absence reporting procedure while on supernumerary clinical placement on a third occasion, the Associate Dean for Undergraduate Programmes will meet with the student to discuss and advise the student that their continuation on the programmes will be brought to the UCD SNMHS Programme Board for consideration. The student will also be advised that they will be offered an opportunity to write to the Chair of the Programme Board with any information that they wish to have taken into account.

The following policies have informed this protocol:

- UCD Code of Conduct for Students
- UCD Academic Regulations
- UCD Fitness to Practice and Continuation



Protocol on The Presentation National Clinical Assessment Document (NCAD) /Midwifery Competency Assessment Tool(MCAT) To UCD Personal Tutors

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

All students undertaking Undergraduate Nursing programmes are required to present the NCAD or Midwifery student are required to present MCAT to UCD personal tutors in UCD School of Nursing, Midwifery & Health Systems following completion of practice placements. It is the student's responsibility to ensure that they have their performance indicators signed within 2 weeks of completing their practice placement. Students will be given the specific date to present their documentation to their UCD personal tutor at the beginning of each semester in which a practice placement takes place.

The results of clinical modules will then be entered for either Semester 1, 2 or 3, at the programme examination boards in UCD, with one of the following outcomes:

Outcome	Description
Pass (P)	Domains / Performance Indicators in NCAD or Principles / Assessment Criteria in MCAT have been achieved.
Incomplete (IM)	<p>Incomplete (IM) Must Pass (temporary)- the student has not satisfactorily completed a 'must pass' component of a practice assessment and on in module repeat for that component was not available.</p> <p>Domains /Performance Indicators in NCAD or Principles /Assessment Criteria in MCAT have not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances.</p> <p>The incomplete assessment will only become a Pass (P) once overall domains/ performance indicators in NACD or principles/assessment criteria in MCAT have been achieved. The student is required to complete outstanding clinical time before completion of the stage.</p>

Fail (F)	Domains /Performance Indicators in NCAD or Principles /Assessment Criteria in MCAT have not been achieved during the practice placement.
Extenuating Circumstances (IX)	Domains/ Performance Indicators in the NCAD or Principles/ Assessment Criteria in MCAT have not been achieved due to extenuating circumstances. An 'Incomplete with Extenuating' (IX) grade is awarded based on a recommendation from the Extenuating Circumstances Committee.
Absent (ABS)	Failure to attend and/or present a completed NCAD / MCAT assessment document to the UCD personal tutor, with no evidence of extenuating circumstances. NCAD or MCAT submitted did not merit a grade (e.g. performance indicators or assessment criteria are not signed appropriately or missing signatures in signature bank)
No Grade (NG)	ABS and NG is treated as a fail grade and a clinical attempt. The student will need to undertake a repeat placement which is a second and final attempt and will incur a repeat fee.

Presentation of the NCAD/ MCAT to the UCD personal tutor is **compulsory** and failure to attend during the designated timeframe will normally result in an NG outcome. It is worth noting that this will have implications for student progression and may incur a repeat fee. If the student is unable to attend due to extenuating circumstances, they should adhere to the current extenuating circumstances policy. Completed application forms should be presented to the programme office, with evidence of these extenuating circumstances, either before, or normally no later than 3 days after the designated day.

Programme Requirements for Progression To The Next Stage/Year of the Programme

All students must complete their outstanding clinical time and immediately present their time sheets, confirming completion of this time, to the clinical allocations officer. The student should keep a copy of the time sheet as proof of submission. Failure to submit the completed time sheet may result in the student being unable to progress into the next stage of their programme.



Staff Guidelines for Responding to Clinical or Academic Issues Raised by UCD BSc or Higher Diploma Nursing and Midwifery Student(s)

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

These guidelines outline the principles and procedures agreed by UCD School of Nursing, Midwifery and Health Systems (UCD SNMHS) and partner hospitals to direct how issues raised in a service or institution and which pertain more properly to the other, should be addressed. Students may raise concerns, or make allegations, the nature of which dictates that the primary responsibility for addressing the issues raised, more properly resides with either the academic institution or the clinical service. These may be students' concerns and issues related but not limited to healthcare recipient safety, allegations against clinical or UCD school staff, allegations of poor clinical practice or general allegations against the partner hospital or UCD SNMHS.

Principles of Communication

- Safety of the healthcare recipient and student welfare are always the primary considerations.
- Upon notification of a concern, it is the responsibility of either the UCD SNMHS or the clinical service to ensure that the concern is communicated in a timely manner to the appropriate personnel at the appropriate managerial level.
- Formal complaints against another person will require adherence to the relevant university or hospital protocol.
- A feedback loop will ensure that the person who raises a concern or issue is informed as appropriate of the outcome in relation to the raised issues.

Issues Raised with UCD SNMHS Personnel but Primarily Residing with Clinical Service

- When a member of UCD school staff receives information from a student or group of students who raise concerns, they will:
 - draw the student(s) attention to these guidelines and
 - follow appropriate communication lines within UCD SNMHS
- The Clinical Placement Coordinator (CPC), Clinical Nurse or Midwife Manager (CNM), Practice Development Coordinator, CNM 3 or the Director of the Centre for Nurse Education (CNE)/Centre of Midwifery Education (CMC), Director of Nursing DON/Acting Director of Nursing (ADON) or Midwifery or Director of Midwifery or Acting Director of Midwifery (ADOM), as appropriate, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Director of Nursing or Director of Midwifery and the Practice Development Coordinator/CNM 3 or the Director of the CNE will agree procedures as to how major concerns will be investigated and addressed.
- The Practice Development Coordinator/CNM 3 or the Director of CNE will dialogue and agree a course of action with the Associate Dean for Undergraduate Programmes,

Undergraduate Director of Clinical Studies and Programme Director of the UCD SNMHS with information about the steps being taken, including the policies, guidelines or protocols governing the response. The relevant policy, guideline or protocol will inform next steps.

- At intervals, and at the conclusion of all processes, the Director of Nursing or Midwifery and Head of the UCD SNMHS will be kept informed of progress and outcomes by their own staff involved in the process.

Issues Raised with Clinical Service Personnel but Primarily Residing With UCD SNMHS

- When a member of Clinical Service staff receives information from a student or group of students that raises concerns, they will:
 - draw the student(s) attention to these guidelines and
 - follow appropriate communication lines within the Clinical Service
- The UCD Programme Director, UCD Personal Tutor, Undergraduate Director of Clinical studies Associate Dean of undergraduate studies, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Head of the UCD SNMHS and Associate Dean for Undergraduate Programmes will agree procedures as to how concerns will be investigated and addressed.
- The appropriate in-service policies and procedures for addressing the issue or concern will then be initiated. The relevant policy will inform next steps.
- At intervals, and at the conclusion of all processes, the Head of the UCD School of Nursing, Midwifery and Health Systems and the Director of Nursing or Director of Midwifery will be kept informed of progress and outcomes.



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 Clinical Assessment

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

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, that outline all processes until the repeat and final opportunity for the student.

If students finalise the completion of their NCAD/ MCAT documents before their practice placement period is completed and if subsequently, a serious performance 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/ Mid 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 is 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 difficulties in meeting domains/ performance indicators in the NCAD or principles/assessment criteria in the MCAT.
- A ‘mid interview learning plan’ 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 a mid-interview is not scheduled (practice placements of 3 weeks and less) must have a formal mid-interview organised. The steps pertaining to a formal Mid Interview 'Learning Plan' 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 Programme Office.
- The CPC will support this student throughout the 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 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'.

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 NCAD/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 Placement¹⁹

- The student, CPC, UCD personal tutor/ nominee and preceptor²⁰ 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 Programme Office).

¹⁹ 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.

²⁰ 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 interview.

- 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 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 retain a copy.

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

- The student presents this NCAD/MCAD to their personal tutor at the designated date for presentation of the clinical assessment documentation. The student must also proceed to UCD SNMHS Allocations Office to submit the details of subsequent clinical placement requirements.
- 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 of 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 will 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 attempt 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 clinical allocations office of the requirement for a repeat clinical 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 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 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 placement*.

*A supernumerary practice placement (3rd attempt) requires a new NCAD/MCAD and is of the same duration as the original practice placement (i.e. a 6 week original practice placement will be a 6 week repeat placement)²¹.

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

The student presents this NCAD/MCAT to their personal tutor at an agreed date. The student must also proceed to UCD SNMHS Allocations Office 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 hold a preliminary interview with the student²².
- 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.

²¹ Students can contact the UCD SNMHS programme office to organise the collection of a new NCAD/MCAT.

²² 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.

- The mid 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 meet the student at a convenient time soon after the mid 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 interview follows the same protocol as outlined in step 2.
- of Nursing/Midwifery of clinical partner site and through application to the Programme Board.
- Presentation of NCAD/MCAD 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 clinical partner site and through application to the Programme Board.

FINAL LEARNING PLAN FOLLOWING AN UNSUCCESSFUL PRACTICE ASSESSMENT

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

<input type="checkbox"/> Stage 1 <input type="checkbox"/> Stage 2 <input type="checkbox"/> Stage 3 <input type="checkbox"/> Stage 4.5 (C&G) <input type="checkbox"/> Internship <input type="checkbox"/> HDNS	STUDENT NAME:
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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 placements. Additional learning plan template sheets can be obtained from the programme office or CASC webpage if required.

<i>Guidelines For Students On The Use Of The Learning Plan</i>		
Subsequent Practice Placement That Is <u>Not</u> 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 your next preceptor.	Discussed with student (Please tick) <input type="checkbox"/>
Repeat Practice Placement	This learning plan must be presented to your preceptor in the preliminary interview of the repeat practice assessment so that support can be availed of.	Discussed with student (Please tick) <input type="checkbox"/>

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 Clinical Placement Details		
Repeat Practice Placement Duration	Weeks	UCD personal tutor to inform clinical allocations of the details of the repeat practice placement duration intended.
Practice Assessment Documentation ✓		When using an original NCAD for a repeat the student must contact the programme office for additional meeting forms (Preliminary, Mid and Final).
<input type="checkbox"/> Original <input type="checkbox"/> No		Student must contact the programme office for new NCAD required. Internship students always require a new NCAD and must ensure that they state the level.
Learning Plan Reviewed On The Preliminary Meeting Of The Repeat Placement		Preceptor Student

ADDITIONAL COMMENTS:

	BLOCK CAPITALS	SIGNATURE
Student:		
Preceptor:		
UCD Personal Tutor:		
CPC:		
DATE:		

INTERNSHIP

Reflective Practice on Practice Placement¹

Reflection is a process of knowledge acquisition originating in practice and best suited to solving complex practice-based problems (Schön, 1987). Reflection is about reviewing experience from practice so that it may be described, analysed, evaluated, and consequently used to inform and change future practice in a positive way (Bulman, 2013). It involves opening one's practice for others to examine, and consequently requires courage and open-mindedness, as well as a willingness to take on board, and act on, criticism. Ultimately and importantly, reflection in nursing relates to professional motivation to move on and do better within the practice in order to learn from experience and critically examine 'Self' (Bulman, Lathlean, & Gobbi, 2012)

Reflection must relate to situations encountered by nursing students in their practice placement whereby learning is of value to the enhancement of professional nursing practice. Situations may include a positive experience where something went well or a negative experience where the nursing student needs to think and reflect about what has happened and how to deal with the situation effectively and professionally if it occurs again in the future. Following each part of the Gibbs reflective cycle, the nursing student must integrate learning from their practice experience with theory, in order to further inform and enhance the development of their professional practice. Reflection provides the opportunity to enhance clinical reasoning while having a positive impact on patient care (Caldwell & Grobbel, 2013).

The Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives encourages the use of reflective practice in the development of understanding for professional responsibilities in caring for a patient in a safe, ethical, and effective way (Nursing Midwifery Board of Ireland, NMBI 2021). Being safe, ethical and effective is being mindful of doing what is right and good. It is being aware of the consequences of one's decisions and actions on the other. To realise effective healthcare practice the practitioner must necessarily develop ethical competence (Johns, 2017). Ethical practice requires ethical or moral courage. It demands constant reflection and awareness of one's own practice and the effect it can have on others and the importance of advocating for what is needed to make the moral community strong (Canadian Nurses Association, 2010).

The nursing student who engages in reflection as part of their learning can create an objective view of their progress and see what is going well and what needs to be developed further. Regular or daily reflection helps after an event such as carrying out a clinical procedure, engaging with patients/staff, critical incidents or just a difficult day. Clinical learning is also enhanced when nursing students are empowered to reflect on their experiences of the practice placement setting. As a nursing student, it is not enough to only engage in reflection after the experience has occurred, known as reflection-on-action. Reflective practitioners must also develop the ability to reflect-in-action which will allow them to solve problems more effectively when facing uncertainty and novel situations (Stoner & Cennamo, 2018).

Reflection-on-action is the retrospective analysis and interpretation of practice in order to uncover the knowledge used and accompanying feelings within a particular situation. It occurs after the event and therefore contributes to the continuing development of skills, knowledge, and practice.

Reflection-in-action is the process whereby the nursing student recognises a new situation or problem and thinks about it while still acting. The nursing student can select and remix responses from previous experience when deciding how to solve a problem in practice.

¹ Guidelines for the Completion of the National Competence Assessment Document for Undergraduate Nursing Programmes 2019

Structured Reflection – INTERNSHIP

Your Associated Health Care Provider will advise you of the arrangements for your structured reflection during internship (dates, theme/focus, and duration).

Month 1	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 2	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 3	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 4	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 5	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 6	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 7	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 8	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Unstructured Reflection – INTERNSHIP

Undergraduate BSc Nursing students are also expected to engage with unstructured reflection while on practice placement (NMBI 2023). Unstructured reflection is where you have an opportunity to reflect when it suits you, but you need/ required to document your reflective learning under the domains of competence by analysing a performance indicator of your choice or other activities that you have engaged with while on placement for example - shadowing a clinical nurse specialist, journal clubs.

Month 1	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 2	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 3	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 4	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 5	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 6	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 7	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 8	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date & Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

References

- Bulman, C (2013) *An Introduction to Reflection, in Bulman, C. & Schutz, S. (Eds.), Reflective Practice in Nursing*, 4th ed. Blackwell Scientific Publications: Oxford.
- Bulman, C., Lathlean, J., & Gobbi, M. (2012). 'The Concept of Reflection in Nursing: Qualitative Findings on Student and Teacher Perspectives', *Nurse Education today*, 32(5), 8-13.
- Caldwell, L., & Grobbel, C. (2013). 'The Importance of Reflective Practice in Nursing', *International Journal of Caring Science*, 6(3), 319-326.
- Canadian Nurses Association. (2010). 'Ethics, Relationships and Practice in Quality Environments', *Ethics in Practice for Registered Nurses*, 1-16.
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- Schön, D. (1987) *Educating the Reflective Practitioner*. Jossey-Bass: San Francisco.
- Stoner, A., & Cennamo, K. (2018) *Enhancing Reflection within Situated Learning Incorporating Mindfulness as an Instructional Strategy*. Switzerland: Springer Nature.

**NMHS 31730
PRACTICE PLACEMENT 4A
(CHILDREN'S & GENERAL NURSING)**

INTERNSHIP

**CHILDREN'S NURSING
LONG PRACTICE PLACEMENT
(4 weeks or more)**

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):

Signature Bank

**PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES/PRACTITIONERS
REGISTERED WITH NMBI/ SUPERVISORS SIGNATURE SHEET**

All Preceptors/Associate Preceptors/Practitioners Registered with NMBI /Supervisors1 signing nursing student documentation should insert their details below, as indicated.

[illegible]

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

¹ Adapted from Nurse Registration Programmes Standards and Requirements (NMBI, 2016:124 – 3.2.6.6)

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):

Practice Placement Details and Attendance Record

This is a sample attendance record and will be operationalised in each HEI in accordance with

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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 7 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 7 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 8 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 8 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

**NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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). (Review in Guidelines for the National Competence Assessment Document).

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

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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 (INTERNSHIP):
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 policy and procedures

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
Competence Assessment Interviews
MID INTERVIEW: LEARNING PLAN (if required)

Student Name:		Student Number:	
Placement:		Dates from:	to
<p>The student is required to reflect on his/her own learning needs to date. The preceptor should review the student's progress in relation to the learning needs and learning opportunities identified at the first meeting and relate this to progress in their National Competence Assessment Document. The preceptor should if appropriate enact Step 1 of the protocol 'When an internship/supernumerary Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.'</p>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Interpersonal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship competences			
Nursing Student Signature:			Date:
Preceptor/Associate Preceptor signature:			Date:
CPC signature (if appropriate):			Date:

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): 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 (INTERNSHIP):
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year 4 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 (INTERNSHIP): Six Domains of Competence

NMBI have determined that to practice 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 practice 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 child or young 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 the internship, at the end of each practice placement, nursing students have to achieve all domains and all indicators as Competent at Internalisation and/or dissemination in line with local HEI policy and procedures.

Competent
A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.
Internalisation
The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.
Dissemination
The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE

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

1.1 Demonstrates safe, person-centred care		*I (Yes = ✓ or No = X)	**D (Yes = ✓ or No = X)	**Initials
a.	Adheres to best practice to ensure the safety of children and young people and protection of the public through the delivery of safe, ethical and competent nursing care			
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in nursing care delivery			
c.	Maintains safe hand hygiene, infection prevention and control and regulations governing the care of children and young people in the healthcare setting			
d.	Acts professionally with due regard to regulatory requirements			
e.	In accordance with ethical and professional guidance, acts to challenge and report practices that could compromise a child and young person's safety, dignity or privacy			

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

**D-Dissemination: The student nurse uses critical analysis to determine the outcomes of their actions and can give a rationale for their actions to others.

Yes = ✓ : Competence achieved.

No = X : Competence not achieved.

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

1.2 Demonstrates compassion in providing nursing care		I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Consistently supports the child and young person throughout the healthcare experience and across the age spectrum through caring, kind and attentive interventions			
b.	Consistently acts in a professional manner that is attentive, sensitive and non-discriminatory showing respect for diversity and individual preferences			
c.	Assists children and young persons to enhance their physical, sensory, emotional wellbeing and comfort during nursing and health care interventions			

1.3 Demonstrates responsible and professional practice		I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Practises to the level of expected competence			
b.	Recognises and responds to situations that require to be shared with more experienced colleagues, senior managers or other healthcare team members.			
c.	Justifies reasons for decisions and for actions taken to complete delegated tasks safely and in accordance with policies, procedures and guidelines.			
d.	Seeks opportunities to undertake and enhance professional competence.			

NMBI National Competence Assessment Document – YEAR FOUR (INTERSHIP): COMPETENT

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING

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

2.1 Assess the person's nursing and health needs		I (Yes=✓ or No=X)	D (Yes=✓ or No=X)	Initials
a.	Applies child and family-centred framework to guide nursing history taking to assess the child or young person's experience of altered health, ability or life stage needs.			
b.	Undertakes health status assessments and develops physical examination skills.			
c.	Analyses information collected through communication, feedback, observations and clinical data to reach an accurate assessment of a child or young person's nursing care needs.			
d.	Applies knowledge of pathophysiology and pharmacotherapeutics to identify through observations and feedback any variations in the health of the child or young person.			
2.2 Plans and prioritises person-centred nursing care		I (Yes=✓ or No=X)	D (Yes=✓ or No=X)	Initials
a.	Develops a nursing care plan taking into account relevant observations, results of nursing and clinical assessments and feedback of the child or young person and their family			
b.	Plans nursing interventions with specific indicators for the achievement of goals, applying best practice evidence and taking into account acuity of the child or young person's health status			
c.	Presents a plan and implementation of care for a child or young person with a rationale for priorities, types of interventions and indicators to members of the health care team			
d.	Discusses with the child or young person concerned and family the plan of care and priorities, taking into account feedback			
2.3 Undertakes nursing interventions		I (Yes=✓ or No=X)	D (Yes=✓ or No=X)	Initials
a.	Adapts nursing interventions to a child or young person's changing healthcare needs and documents changes in the plan of care			
b.	Recognises and reports when the student judges that a child or young person requires interventions beyond his/her competence or scope of practice			
c.	Empowers a child or young person to promote self-management of their condition and to facilitate their health and wellbeing			
d.	Supports the safety, dignity and comfort of a child or young person whilst undertaking nursing interventions and meeting their activities of daily living needs			

e.	Uses nursing interventions, medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal of same			
f.	Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines while following legislation and professional guidance			
g.	Supports a child or young person with a life-limiting condition and family to adapt to the transition to palliative care			

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

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

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCE

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)	D (Yes =✓ or No= X)	Initials
a.	Discusses common physical, psychological, developmental and behavioural signs, associated with the care of children or young persons in the current practice setting			
b.	Discusses the vulnerabilities and co-morbidities commonly associated with children or young person's health and nursing care.			
c.	Applies current nursing knowledge to situations encountered in the practice setting.			
d.	Safely and accurately carries out medication calculations for the child or young person for medication management by diverse routes of delivery.			
e.	Sources information regarding an aspect of health policy relevant to a children's nursing intervention used in the practice setting.			
f.	Applies ethical reasoning to explore and reflect on a moral dilemma in day-to-day nursing.			
g.	Gathers data for nursing metrics, using health information technology where available.			
h.	Applies knowledge of relevant legislation to the nursing care of children and young persons in the practice setting.			

3.2 Uses critical thinking and reflection to inform practice		I (Yes=✓ or No= X)	D (Yes =✓ or No= X)	Initials
a.	Applies analysis and critical reasoning to develop potential responses to a situation perceived to be challenging in the practice setting.			
b.	Reflects on a situation that s/he has found to be challenging within the practice setting and outlines steps to enhance coping mechanisms and personal resilience.			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCE

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 child-centred manner		I (Yes=✓ or No= X)	D (Yes =✓ or No= X)	Initials
a.	Applies active listening skills and responses when communicating with a child or young person with emotional, sensory, intellectual or cultural communication difficulties			
b.	Applies the principles of cultural diversity, dignity and autonomy when communicating in a person centred manner			
c.	Uses age-appropriate communication skills to demonstrate respect for the rights, autonomy and choices of a child and young person			
d.	Assists a child or young person and the family through the provision of emotional support and information to undertake nursing, medical/surgical or diagnostic procedure			
e.	Uses appropriate skills and knowledge to teach/facilitate a child or young person or family to self-manage an aspect of care			
f.	Empowers a child or young person to express their wishes with respect to healthcare decisions/interventions			

4.2 Communicates accurately with the healthcare team		I (Yes=✓ or No= X)	D (Yes =✓ or No= X)	Initials
a.	Using professional nursing terminology and accurately reports, records and documents clinical observations			
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes			
c.	Conveys information gathered accurately in a nurse to nurse reporting and during health care team meetings and liaisons			
d.	Liaises with other healthcare professionals to ensure that the rights and wishes of children and young people 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			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCE

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)	D (Yes =✓ or No= X)	Initials
a.	Develops opportunities to work towards the wellbeing and optimal functioning of a child or a young person through a collaborative partnership with the child or a young person, family and multidisciplinary team			
b.	Collaborates effectively with other healthcare disciplines and other members of the nursing team for coordination and continuity of a child or young person's care			
c.	Works with the healthcare team to foster a supportive clinical working environment to facilitate a culture of trust, openness, respect, kindness and safe standards of care			

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

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT
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)	D (Yes =✓ or No= X)	Initials
a.	Leads and coordinates the nursing team through delegation, coordination and liaison with other members of the healthcare team			
b.	Enhances personal competence through the constructive use of feedback, supervision and appraisal			
c.	Applies insights 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)	D (Yes =✓ or No= X)	Initials
a.	Demonstrates professional scholarship through self-direction in learning, critical reasoning in decision-making and undertaking continuing personal and professional development			
b.	Learns from experience to adapt nursing interventions and to update competence in response to dynamically altering health environments			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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.

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP)
Competence Assessment Interviews

Domains and Indicators that were not achieved by the Nursing Student in this Practice Placement

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

**NMHS 31740
PRACTICE PLACEMENT 4B
(CHILDREN'S & GENERAL NURSING)**

INTERNSHIP

**CHILDREN'S NURSING
LONG PRACTICE PLACEMENT
(4 weeks or more)**

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
Signature Bank
PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES/PRACTITIONERS
REGISTERED WITH NMBI/ SUPERVISORS SIGNATURE SHEET

All Preceptors/Associate Preceptors/Practitioners Registered with NMBI /Supervisors¹ signing nursing student documentation should insert their details below, as indicated.

[illegible]

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

¹ Adapted from Nurse Registration Programmes Standards and Requirements (NMBI, 2016:124 – 3.2.6.6)

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):

Practice Placement Details and Attendance Record

This is a sample attendance record and will be operationalised in each HEI in accordance with local policy and procedures.

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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 7 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 7 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 8 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 8 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

**NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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). (Review in Guidelines for the National Competence Assessment Document.)

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

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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 (INTERNSHIP):
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 policy and procedures

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
Competence Assessment Interviews
MID INTERVIEW: LEARNING PLAN (if required)

Student Name:		Student Number:	
Placement:		Dates from:	to
<p>The student is required to reflect on his/her own learning needs to date. The preceptor should review the student's progress in relation to the learning needs and learning opportunities identified at the first meeting and relate this to progress in their National Competence Assessment Document. The preceptor should if appropriate enact Step 1 of the protocol 'When an internship/supernumerary Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.'</p>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Interpersonal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship competences			
Nursing Student Signature:			Date:
Preceptor/Associate Preceptor signature:			Date:
CPC signature (if appropriate):			Date:

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): 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 (INTERNSHIP):
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year 4 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 (INTERNSHIP): Six Domains of Competence

NMBI have determined that to practice 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 practice 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 child or young 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 the internship, at the end of each practice placement, nursing students have to achieve all domains and all indicators as Competent at Internalisation and/or dissemination in line with local HEI policy and procedures.

Competent
A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.
Internalisation
The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.
Dissemination
The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE

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

1.1 Demonstrates safe, person-centred care		*I (Yes = ✓ or No = X)	**D (Yes = ✓ or No = X)	***Initials
a.	Adheres to best practice to ensure the safety of children and young people and protection of the public through the delivery of safe, ethical and competent nursing care			
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in nursing care delivery			
c.	Maintains safe hand hygiene, infection prevention and control and regulations governing the care of children and young people in the healthcare setting			
d.	Acts professionally with due regard to regulatory requirements			
e.	In accordance with ethical and professional guidance, acts to challenge and report practices that could compromise a child and young person's safety, dignity or privacy			

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

****D-Dissemination:** The student nurse uses critical analysis to determine the outcomes of their actions and can give a rationale for their actions to others.

Yes = ✓ : Competence achieved.

No = X : Competence not achieved/

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

1.2 Demonstrates compassion in providing nursing care		I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Consistently supports the child and young person throughout the healthcare experience and across the age spectrum through caring, kind and attentive interventions			
b.	Consistently acts in a professional manner that is attentive, sensitive and non-discriminatory showing respect for diversity and individual preferences			
c.	Assists children and young persons to enhance their physical, sensory, emotional wellbeing and comfort during nursing and health care interventions			

1.3 Demonstrates responsible and professional practice		I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Practises to the level of expected competence			
b.	Recognises and responds to situations that require to be shared with more experienced colleagues, senior managers or other healthcare team members.			
c.	Justifies reasons for decisions and for actions taken to complete delegated tasks safely and in accordance with policies, procedures and guidelines.			
d.	Seeks opportunities to undertake and enhance professional competence.			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING

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

2.1 Assess the person's nursing and health needs		I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Applies child and family-centred framework to guide nursing history taking to assess the child or young person's experience of altered health, ability or life stage needs.			
b.	Undertakes health status assessments and develops physical examination skills.			
c.	Analyses information collected through communication, feedback, observations and clinical data to reach an accurate assessment of a child or young person's nursing care needs.			
d.	Applies knowledge of pathophysiology and pharmacotherapeutics to identify through observations and feedback any variations in the health of the child or young person.			
2.2 Plans and prioritises person-centred nursing care		I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Develops a nursing care plan taking into account relevant observations, results of nursing and clinical assessments and feedback of the child or young person and their family			
b.	Plans nursing interventions with specific indicators for the achievement of goals, applying best practice evidence and taking into account acuity of the child or young person's health status			
c.	Presents a plan and implementation of care for a child or young person with a rationale for priorities, types of interventions and indicators to members of the health care team			
d.	Discusses with the child or young person concerned and family the plan of care and priorities, taking into account feedback			
2.3 Undertakes nursing interventions		I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Adapts nursing interventions to a child or young person's changing healthcare needs and documents changes in the plan of care			
b.	Recognises and reports when the student judges that a child or young person requires interventions beyond his/her competence or scope of practice			
c.	Empowers a child or young person to promote self-management of their condition and to facilitate their health and wellbeing			
d.	Supports the safety, dignity and comfort of a child or young person whilst undertaking nursing interventions and meeting their activities of daily living needs			

e.	Uses nursing interventions, medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal of same			
f.	Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines while following legislation and professional guidance			
g.	Supports a child or young person with a life-limiting condition and family to adapt to the transition to palliative care			

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

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

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCE

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)	D (Yes=✓ or No=X)	Initials
a.	Discusses common physical, psychological, developmental and behavioural signs, associated with the care of children or young persons in the current practice setting			
b.	Discusses the vulnerabilities and co-morbidities commonly associated with children or young person's health and nursing care.			
c.	Applies current nursing knowledge to situations encountered in the practice setting.			
d.	Safely and accurately carries out medication calculations for the child or young person for medication management by diverse routes of delivery.			
e.	Sources information regarding an aspect of health policy relevant to a children's nursing intervention used in the practice setting.			
f.	Applies ethical reasoning to explore and reflect on a moral dilemma in day-to-day nursing.			
g.	Gathers data for nursing metrics, using health information technology where available.			
h.	Applies knowledge of relevant legislation to the nursing care of children and young persons in the practice setting.			

3.2 Uses critical thinking and reflection to inform practice		I (Yes=✓ or No=X)	D (Yes=✓ or No=X)	Initials
a.	Applies analysis and critical reasoning to develop potential responses to a situation perceived to be challenging in the practice setting.			
b.	Reflects on a situation that s/he has found to be challenging within the practice setting and outlines steps to enhance coping mechanisms and personal resilience.			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCE

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 child-centred manner		I (Yes=✓ or No=X)	D (Yes=✓ or No=X)	Initials
a.	Applies active listening skills and responses when communicating with a child or young person with emotional, sensory, intellectual or cultural communication difficulties			
b.	Applies the principles of cultural diversity, dignity and autonomy when communicating in a person centred manner			
c.	Uses age-appropriate communication skills to demonstrate respect for the rights, autonomy and choices of a child and young person			
d.	Assists a child or young person and the family through the provision of emotional support and information to undertake nursing, medical/surgical or diagnostic procedure			
e.	Uses appropriate skills and knowledge to teach/facilitate a child or young person or family to self-manage an aspect of care			
f.	Empowers a child or young person to express their wishes with respect to healthcare decisions/interventions			

4.2 Communicates accurately with the healthcare team		I (Yes=✓ or No=X)	D (Yes=✓ or No=X)	Initials
a.	Using professional nursing terminology and accurately reports, records and documents clinical observations			
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes			
c.	Conveys information gathered accurately in a nurse to nurse reporting and during health care team meetings and liaisons			
d.	Liaises with other healthcare professionals to ensure that the rights and wishes of children and young people 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			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT
DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCE

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)	D(Yes =✓ or No= X)	Initials
a.	Develops opportunities to work towards the wellbeing and optimal functioning of a child or a young person through a collaborative partnership with the child or a young person, family and multidisciplinary team			
b.	Collaborates effectively with other healthcare disciplines and other members of the nursing team for coordination and continuity of a child or young person's care			
c.	Works with the healthcare team to foster a supportive clinical working environment to facilitate a culture of trust, openness, respect, kindness and safe standards of care			

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

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT
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)	D (Yes =√ or No= X)	Initials
a.	Leads and coordinates the nursing team through delegation, coordination and liaison with other members of the healthcare team			
b.	Enhances personal competence through the constructive use of feedback, supervision and appraisal			
c.	Applies insights 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)	D (Yes=√ or No= X)	Initials
a.	Demonstrates professional scholarship through self-direction in learning, critical reasoning in decision- making and undertaking continuing personal and professional development			
b.	Learns from experience to adapt nursing interventions and to update competence in response to dynamically altering health environments			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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.

**NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
Competence Assessment Interviews**

Domains and Indicators that were not achieved by the Nursing Student in this Practice Placement

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

Clinical Management and Leadership Experience

To facilitate additional development of clinical management and leadership skills, outlined in the Nursing Registration Programmes Standards and Requirements (Nursing and Midwifery Board of Ireland, 2016), Domain 5 and 6, the student will have at least one or more opportunities to manage a clinical area, with the support of a Clinical Nurse Manager/Shift co-ordinator, and to explore an issue which they found challenging during the clinical management and leadership experience. As part of this clinical management and leadership experience it is envisaged that the student may have the opportunity to delegate tasks, attend morning report, arrange staff breaks, ensure that tasks in the ward diary are completed or delegated as appropriate, write the day report/provide verbal handover to nursing administration and ensure the smooth running of the ward over the course of a work shift. During the clinical management and leadership experience, decision-making and critical thinking skills will be strongly encouraged, and all decisions will be made in conjunction with the Clinical Nurse Manager/Shift Co-ordinator. The Preceptor and/or Clinical Nurse Manager/Shift coordinator will assess the performance of the student during the clinical management and leadership experience in relation to the domains and performance indicators contained in this National Assessment Competency Tool (NCAD). Please note that the assessment of the student's competence on this placement will be in relation to the achievement of all domains and performance indicators as contained in this document over the duration of the practice placement.

The student should be provided with an opportunity/opportunities to manage the clinical area prior to the completion of their practice placement. Following the clinical management and leadership experience the student will identify one management/ leadership issue, in consultation with the Clinical Nurse Manager/Shift co-ordinator, which they found challenging. The issue should clearly relate to the domains and performance indicators contained in this document. In the intervening weeks before their final interview the student will have time to explore this issue and prepare a written report for the Clinical Nurse Manager/Shift co-ordinator/Preceptor*.

The purpose of this report is to provide a structure around which the student and clinical nurse manager/Shift Co- Ordinator/Preceptor can discuss the management/leadership issue identified during the clinical management and leadership experience. The report should be no more than 500 words in length, formatted as an academic assignment, and should be discussed with the Clinical Nurse Manager/Shift co-ordinator/Preceptor prior to completion of the student's practice placement. The Clinical Nurse Manager/Shift Coordinator/Preceptor should sign and date the report following this discussion. The report should be submitted with this NCAD on completion of the practice placement.

The transition from student to registered nurse can be challenging. The aim of this placement is to not only to enhance the knowledge and skills necessary for competent nursing practice but also to provide the student with clinical management/leadership experience. The provision of this experience may ensure a successful and less daunting transition from student to registered nurse.

* If possible the preceptor should have management experience.

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**NMHS 31750
PRACTICE PLACEMENT 4C
(CHILDREN'S & GENERAL NURSING)**

INTERNSHIP

ADULT NURSING

**LONG PRACTICE PLACEMENT
(4 weeks or more)**

NMBI National Competence Assessment Document – Year Four (INTERNSHIP):

Practice Placement Details and Attendance Record

This is a sample attendance record and will be operationalised in each HEI in accordance with local policy and procedures.

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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 7 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 7 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 8 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 8 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

**NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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). (Review in Guidelines for the National Competence Assessment Document).

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

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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 (INTERNSHIP):
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 policy and procedures

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
Competence Assessment Interviews
MID INTERVIEW: LEARNING PLAN (if required)

Student Name:		Student Number:	
Placement:		Dates from:	to
<p>The student is required to reflect on his/her own learning needs to date. The preceptor should review the student's progress in relation to the learning needs and learning opportunities identified at the first meeting and relate this to progress in their National Competence Assessment Document. The preceptor should if appropriate enact Step 1 of the protocol 'When an internship/supernumerary Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.'</p>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Interpersonal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship competences			
Nursing Student Signature:			Date:
Preceptor/Associate Preceptor signature:			Date:
CPC signature (if appropriate):			Date:

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): 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 (INTERNSHIP):
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year 4 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 (INTERNSHIP): Six Domains of Competence

NMBI have determined that to practice 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 practice 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 child or young 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 the internship, at the end of each practice placement, nursing students have to achieve all domains and all indicators as Competent at Internalisation and/or dissemination in line with local HEI policy and procedures.

Competent
A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.
Internalisation
The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.
Dissemination
The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE

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

1.1 Demonstrates safe, person-centred care		*I (Yes =√ or No= X)	**D (Yes =√ or No= X)	***Initials
a.	Adheres to best practice to ensure the safety of the person and protection of the public through the delivery of safe, ethical and competent person-centred care			
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in nursing care 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			

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

****D-Dissemination:** The student nurse uses critical analysis to determine the outcomes of their actions and can give a rationale for their actions to others.

Yes = √ : Competence achieved.

No= X : Competence not achieved.

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

1.2 Demonstrates compassion in providing nursing care		I (Yes =√ or No= X)	D (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)	D (Yes =√ or No= X)	Initials
a.	Practises 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 professional competence.			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING

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

2.1 Assesses the person's nursing and health needs		I (Yes =✓ or No= X)	D (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)	D (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)	D (Yes =✓ or No= X)	Initials
a.	Adapts nursing interventions to a person's changing healthcare needs and documents 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			

2.4 Evaluates person-centred nursing care		I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Collates a range of nursing observations, clinical data and feedback from the person and the healthcare team to evaluate and adjust the nursing 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)	D (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			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCE

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)	D(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 the practice setting.			
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 the practice setting.			

3.2 Uses critical thinking and reflection to inform practice		I(Yes =✓ or No= X)	D(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			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCE

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)	D(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)	D(Yes =✓ or No= X)	Initials
a.	Using professional nursing terminology and accurately reports, records and documents clinical observations			
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes			
c.	Conveys information gathered accurately in a nurse to nurse reporting and during multidisciplinary team meetings			
d.	Liaises with other healthcare 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			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCE

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)	D(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)	D(Yes =✓ or No= X)	Initials
a.	Organises workload to complete delegated activities in a responsible and timely manner and in accordance with local policies, procedures 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 colleagues through support, supervision and facilitation of learning			
e.	Identify an audit /quality improvement activity in this practice placement			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT
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)	D (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)	D (Yes=✓ or No= X)	Initials
a.	Demonstrates professional scholarship through self-direction in learning, critical reasoning in decision- making			
b.	Learns from experience to adapt nursing interventions and to update competence			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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.

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): Competence Assessment Interviews

Domains and Indicators that were not achieved by the Nursing Student in this Practice Placement

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

**NMHS 31760
PRACTICE PLACEMENT 4D
(CHILDREN'S & GENERAL NURSING)**

INTERNSHIP

ADULT NURSING

**LONG PRACTICE PLACEMENT
(4 weeks or more)**

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
Signature Bank
PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES/PRACTITIONERS
REGISTERED WITH NMBI/ SUPERVISORS SIGNATURE SHEET

All Preceptors/Associate Preceptors/Practitioners Registered with NMBI /Supervisors¹ signing nursing student documentation should insert their details below, as indicated.

[illegible]

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

¹ Adapted from Nurse Registration Programmes Standards and Requirements (NMBI, 2016:124 – 3.2.6.6)

**NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
Practice Placement Details and Attendance Record**

This is a sample attendance record and will be operationalised in each HEI in accordance with local policy and procedures.

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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC 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
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 7 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 7 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

Week 8 - Attendance Record

Date					
Hours of duty					
Nursing student signature					
Preceptor signature					

Week 8 - Reflection Record

Date	Structured Reflection	Theme	Hours
	Preceptor/CPC signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Nursing student signature		

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):

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). (Review in Guidelines for the National Competence Assessment Document).

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

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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 (INTERNSHIP):
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 policy and procedures

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
Competence Assessment Interviews
MID INTERVIEW: LEARNING PLAN (if required)

Student Name:		Student Number:	
Placement:		Dates from:	to
<p>The student is required to reflect on his/her own learning needs to date. The preceptor should review the student's progress in relation to the learning needs and learning opportunities identified at the first meeting and relate this to progress in their National Competence Assessment Document. The preceptor should if appropriate enact Step 1 of the protocol 'When an internship/supernumerary Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.'</p>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Interpersonal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship competences			
Nursing Student Signature:			Date:
Preceptor/Associate Preceptor signature:			Date:
CPC signature (if appropriate):			Date:

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): 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 (INTERNSHIP):
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year 4 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 (INTERNSHIP): Six Domains of Competence

NMBI have determined that to practice 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 practice 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 child or young 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 the internship, at the end of each practice placement, nursing students have to achieve all domains and all indicators as Competent at Internalisation and/or dissemination in line with local HEI policy and procedures.

Competent
A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.
Internalisation
The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.
Dissemination
The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE

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

1.1 Demonstrates safe, person-centred care		*I (Yes=✓ or No= X)	**D (Yes =✓ or No= X)	***Initials
a.	Adheres to best practice to ensure the safety of the person and protection of the public through the delivery of safe, ethical and competent person-centred care			
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in nursing care 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			

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

****D-Dissemination:** The student nurse uses critical analysis to determine the outcomes of their actions and can give a rationale for their actions to others.

Yes = ✓ : Competence achieved.

No= X : Competence not achieved.

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

1.2 Demonstrates compassion in providing nursing care		I (Yes=✓ or No= X)	D (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)	D (Yes =✓ or No= X)	Initials
a.	Practises 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 professional competence.			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING

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

2.1 Assesses the person's nursing and health needs		I(Yes =✓ or No= X)	D(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)	D(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)	D(Yes =✓ or No= X)	Initials
a.	Adapts nursing interventions to a person's changing healthcare needs and documents 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			
2.4 Evaluates person-centred nursing care		I(Yes =✓ or No= X)	D(Yes =✓ or No= X)	Initials
a.	Collates a range of nursing observations, clinical data and feedback from the person and the healthcare team to evaluate and adjust the nursing 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)	D(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			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCE

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)	D(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 the practice setting.			
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 the practice setting.			

3.2 Uses critical thinking and reflection to inform practice		I(Yes =✓ or No= X)	D(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			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCE

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)	D(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)	D(Yes =✓ or No= X)	Initials
a.	Using professional nursing terminology and accurately reports, records and documents clinical observations			
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes			
c.	Conveys information gathered accurately in a nurse to nurse reporting and during multidisciplinary team meetings			
d.	Liaises with other healthcare 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			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCE

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)	D(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)	D(Yes =✓ or No= X)	Initials
a.	Organises workload to complete delegated activities in a responsible and timely manner and in accordance with local policies, procedures 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 colleagues through support, supervision and facilitation of learning			
e.	Identify an audit /quality improvement activity in this practice placement			

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP): COMPETENT

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

NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
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.

**NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP):
Competence Assessment Interviews**

Domains and Indicators that were not achieved by the Nursing Student in this Practice Placement

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

Clinical Management and Leadership Experience

To facilitate additional development of clinical management and leadership skills, outlined in the Nursing Registration Programmes Standards and Requirements (Nursing and Midwifery Board of Ireland, 2016), Domain 5 and 6, the student will have at least one or more opportunities to manage a clinical area, with the support of a Clinical Nurse Manager/Shift co-ordinator, and to explore an issue which they found challenging during the clinical management and leadership experience. As part of this clinical management and leadership experience it is envisaged that the student may have the opportunity to delegate tasks, attend morning report, arrange staff breaks, ensure that tasks in the ward diary are completed or delegated as appropriate, write the day report/provide verbal handover to nursing administration and ensure the smooth running of the ward over the course of a work shift. During the clinical management and leadership experience, decision-making and critical thinking skills will be strongly encouraged, and all decisions will be made in conjunction with the Clinical Nurse Manager/Shift Co-ordinator. The Preceptor and/or Clinical Nurse Manager/Shift coordinator will assess the performance of the student during the clinical management and leadership experience in relation to the domains and performance indicators contained in this National Assessment Competency Tool (NCAD). Please note that the assessment of the student's competence on this placement will be in relation to the achievement of all domains and performance indicators as contained in this document over the duration of the practice placement.

The student should be provided with an opportunity/opportunities to manage the clinical area prior to the completion of their practice placement. Following the clinical management and leadership experience the student will identify one management/ leadership issue, in consultation with the Clinical Nurse Manager/Shift co-ordinator, which they found challenging. The issue should clearly relate to the domains and performance indicators contained in this document. In the intervening weeks before their final interview the student will have time to explore this issue and prepare a written report for the Clinical Nurse Manager/Shift co-ordinator/Preceptor*.

The purpose of this report is to provide a structure around which the student and clinical nurse manager/Shift Co- Ordinator/Preceptor can discuss the management/leadership issue identified during the clinical management and leadership experience. The report should be no more than 500 words in length, formatted as an academic assignment, and should be discussed with the Clinical Nurse Manager/Shift co-ordinator/Preceptor prior to completion of the student's practice placement. The Clinical Nurse Manager/Shift Co-ordinator/Preceptor should sign and date the report following this discussion. The report should be submitted with this NCAD on completion of the practice placement.

The transition from student to registered nurse can be challenging. The aim of this placement is to not only to enhance the knowledge and skills necessary for competent nursing practice but also to provide the student with clinical management/leadership experience. The provision of this experience may ensure a successful and less daunting transition from student to registered nurse.

* If possible the preceptor should have management experience.

[illegible]

[illegible]

Internship Appendix



Protocol on The Presentation National Clinical Assessment Document (NCAD) /Midwifery Competency Assessment Tool(MCAT) To UCD Personal Tutors

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

All students undertaking Undergraduate Nursing programmes are required to present the NCAD or Midwifery student are required to present MCAT to UCD personal tutors in UCD School of Nursing, Midwifery & Health Systems following completion of practice placements. It is the student's responsibility to ensure that they have their performance indicators signed within 2 weeks of completing their practice placement. Students will be given the specific date to present their documentation to their UCD personal tutor at the beginning of each semester in which a practice placement takes place.

The results of clinical modules will then be entered for either Semester 1, 2 or 3, at the programme examination boards in UCD, with one of the following outcomes:

Outcome	Description
Pass (P)	Domains / Performance Indicators in NCAD or Principles / Assessment Criteria in MCAT have been achieved.
Incomplete (IM)	<p>Incomplete (IM) Must Pass (temporary)- the student has not satisfactorily completed a 'must pass' component of a practice assessment and on in module repeat for that component was not available.</p> <p>Domains /Performance Indicators in NCAD or Principles /Assessment Criteria in MCAT have not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances.</p> <p>The incomplete assessment will only become a Pass (P) once overall domains/ performance indicators in NACD or principles/assessment criteria in MCAT have been achieved. The student is required to complete outstanding clinical time before completion of the stage.</p>

Fail (F)	Domains /Performance Indicators in NCAD or Principles /Assessment Criteria in MCAT have not been achieved duringthe practice placement.
Extenuating Circumstances (IX)	Domains/ Performance Indicators in the NCAD or Principles/ Assessment Criteria in MCAT have not been achieved due toextenuating circumstances. An 'Incomplete with Extenuating' (IX) grade is awarded based on a recommendation from the Extenuating Circumstances Committee.
Absent (ABS)	Failure to attend and/or present a completed NCAD / MCAT assessment document to the UCD personal tutor,with no evidence of extenuating circumstances. NCAD or MCAT submitted did not merit a grade (e.g. performance indicators or assessment criteria are not signed appropriately or missing signatures in signaturebank)
No Grade (NG)	ABS and NG is treated as a fail grade and a clinical attempt.The student will need to undertake a repeat placement which is a second and final attempt and will incur a repeatfee.

Presentation of the NCAD/ MCAT to the UCD personal tutor is **compulsory** and failure to attend during the designated timeframe will normally result in an NG outcome. It is worth noting that this will have implications for student progression and may incur a repeat fee. If the student is unable to attend due to extenuating circumstances, they should adhere to the current extenuating circumstances policy. Completed application forms should be presented to the programme office, with evidence of these extenuating circumstances, either before, or normally no later than 3 days after the designated day.

Programme Requirements for Progression to the Next Stage/Year of the Programme

All students must complete their outstanding clinical time and **immediately** present their timesheets, confirming completion of this time, to the clinical allocations officer. The student should keep a copy of the time sheet as proof of submission. Failure to submit the completed time sheet may result in the student being unable to progress into the next stage of their program.



This Protocol Pertains to the Following Events:
When an Internship Student is Having Significant Difficulties in Meeting Standards During a Clinical Placement.
When a Clinical Student is Unsuccessful in their Clinical Assessment

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

The School of Nursing, Midwifery and Health Systems, and our clinical partners, are committed to supporting students as they progress through their internship clinical placements to prepare them to become registered nurses or midwives.

This protocol will be enacted when a student has significant difficulties in meeting standards during a practice placement and outlines the events that should follow when a student fails to meet the required standards and competencies in the final assessment (NCAD/MCAT) on an internship placement. This protocol is implemented in the context of the programme derogation on progression which all students, preceptors, CPCs and personal tutors should be familiar with¹.

The following actions should occur to assist the student in meeting the required standards in any (NCAD/MCAT) assessment while on any individual internship placement. They are subdivided into sections reflecting the series of events commencing at the intermediate meeting and follows a series up until the repeat and final opportunity for the student.

If students finalise the completion of their NCAD/ MCAT documents before their practice placement period is completed and if subsequently, a serious performance 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- Intermediate Interview and 'Intermediate Learning Plan'.

- If the student is having significant difficulties in achieving the NCAD/MCAT standards it is vital that these difficulties are identified as early as is possible in order to allow time for improvement within that clinical placement period.
- If significant difficulties in meeting standards are identified, they should be formally addressed in the intermediate meeting where the preceptor will prepare a plan to support the student to address the competencies that require improvement during the remaining weeks of that placement.
- An 'intermediate learning plan' is developed for 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 CPC will support this student throughout the placement and focus on their learning needs. They will also contact and inform the personal tutor of the specific issues raised. The personal tutor/UCD nominee may meet with the student at this or any time. At the same time, the student is advised to contact their personal tutor themselves also

for additional support.

- It is advisable that the preceptor document any further meetings/observations with this student in the period between the intermediate and final meeting. 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 'intermediate learning plan'.

Step 2- Final Interview.

- Subsequent to the final interview, if the student has not met the required standards in the NCAD/MCAT for that placement, the preceptor will inform the CPC who will in turn inform the personal tutor by e-mail.
- The CPC can be present for the final meeting if requested by the student or preceptor.
- A record of the ways in which the student has not met the standards will be documented in detail by the preceptor in the final meeting 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 NCAD/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' after an 'unsuccessful' Clinical Placement².

- The student, CPC, personal tutor (or UCD nominee) and preceptor³ will arrange to meet (if possible by the end of the placement but normally within one week⁴ of the end of the 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 programme 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.
- The duration of the repeat practice placement will be of the same duration as the original clinical placement with a new NCAD/MCAT. The assessment will be the same level as the original NCAD/MCAT (see related programme derogation at the end of this document).
- During the final learning plan meeting the 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.

All programme derogations are outlined at the end of this document. See 'Programme Requirements for Progression'.

1. This protocol can be relevant for anyone who is involved in supporting students in their clinical practice i.e. CNMs/CMMs, ALOs.

- 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 clinical 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 preceptor in their subsequent practice placement. The 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 Learning Plan will be agreed and duplicated so that the Student, CPC & Personal tutor retain a copy.

Step 4 - NCAD/MCAT Presentation to the UCD Personal Tutor.

- The student presents this NCAD/MCAT to their personal tutor at the designated date for presentation of the clinical assessment documentation. The student then proceeds to SNM&HS Allocations Office to submit the details of subsequent practice placement requirements.
- The 'Fail grade' is recorded at the next available examination board.
- The student is offered a repeat practice placement, which will be the second and final opportunity to repeat the clinical module.
- The repeat clinical module will incur a repeat fee.

Step 5- Repeat (and final) Practice Placement.

- The student is offered a second and final opportunity to repeat the practice placement/module. A new NCAD/MCAT is provided⁵ and normally a new clinical placement area⁶. This clinical placement will be of the same duration as the original practice placement. The assessment will be the same level as the original NCAD/MCAT (see related programme derogation at the end of this document).
- As early as is convenient on the repeat practice placement the new preceptor will hold a preliminary/initial interview with the student. The CPC⁷ may be in attendance if necessary. 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 intermediate meeting initiates the same protocol as step 1 if the student is having significant difficulties.
- Given that this is the final opportunity for this student in this clinical placement/module, the personal tutor/UCD nominee in their supportive role shall meet the student at a convenient time soon after the intermediate meeting.
- The final interview follows the same protocol as outlined in step 2 if the student fails to attain their required standards.
- Presentation of this NCAD/MCAT to the personal tutor is mandatory.

The 'Final Learning Plan' replaces the original 'Action plan'. The wording was changed to reflect the emphasis on supporting the student's clinical learning in both subsequent and repeat clinical placements.

2 In some cases the preceptor may not be available to be present. In which case, 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.

3 There may be exceptions to one week in cases where a student is off duty/annual leave.

- In the event of the student being unsuccessful in this 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 the Director of Nursing/Midwifery of the clinical partner site and through application to the School of Nursing, Midwifery and Health Systems' Governing Board.

⁵ Students can contact the UCD SNMHS programme office to organise the collection of a new NCAD/MCAT

⁶ In the Midwifery and Children's and General programme, students usually return to the original clinical placement area for their repeat opportunity.

⁷ In an exceptional circumstance that a CPC cannot attend the preliminary meeting of a clinical placement that is the internship student's final opportunity, the personal tutor/UCD nominee will be informed of this and will attend.



Programme Requirements for Progression and Description of Outcomes for Internship Clinical modules

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

Programme Derogations

Derogations are implemented to ensure that the standards of progression within clinical internship modules are met. Derogation describes where a module or programme is granted formal exemption from the University Academic Regulations. Approval of derogations is granted by the University Undergraduate Programme Board.

Derogation 1

All clinical modules in each stage of the three nursing programmes and midwifery programme must be passed before the student can complete the programme.

A student who fails an internship clinical placement in stage four having had two attempts will be ineligible to continue in that nursing or midwifery programme. No subsequent attempt can be considered except with written agreement of the Director of Nursing/Midwifery of the clinical partner site and through application to the School of Nursing, Midwifery and Health Systems' Governing Board.

Derogation 2

- **General and Mental Health:** students must pass 4A and 4B NCADs) before they can progress to 4C and 4D NCADs). Similarly, within the NCADs, students must achieve NCAD 4C before progressing to NCAD 4D.
- **Midwifery:** students must successfully complete Indirect Supervision level MCATs before undertaking Distant Supervision MCATs.
- **Children's and General:** students must successfully complete the Level 1 NCAD before undertaking the level 2 NCAD. Students must successfully complete the 2 clinical modules in each registration strand before they can move into the next registration strand.

Derogation 3

In addition to passing all the clinical modules, all students must complete their outstanding clinical time before or at the end of internship and their programme.

Note: Upon completing any outstanding clinical time for a module, students must immediately present their time sheets, confirming completion of this time, to the SNM&HS clinical allocations officer. The student should keep a copy of the time sheet as proof of submission. Failure to submit the completed time sheet will result in the student being unable to complete their programme.

Note: As students on internship are 'employees'; the student should refer to the HSE/HR policies.

Description of Outcomes for Internship Clinical modules

Outcome	Description
PASS (P)	<p>NCAD/MCAT standards have been achieved. A Pass (P) grade is awarded.</p> <p>Derogation requirement: Students are required to complete all of the clinical time before or at the end of internship and their programme.</p>
Incomplete (IM)	<p>NCAD/MCAT standards have not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances. An 'Incomplete' (IM) grade is awarded.</p> <p>Remediation strategy:</p> <ul style="list-style-type: none"> • Students will be given only <u>one</u> opportunity to attend a clinical placement to achieve outstanding standards in the NCAD/MCAT. This re-scheduled time is considered part of the first attempt. • Normally the time required to complete the clinical assessment will be equivalent to the outstanding time for that clinical placement. • If the standards are not completed during this one opportunity, due to absenteeism, the CPC will contact the personal tutor. The case will be reviewed and a plan of action will be put in place with the involvement of the Clinical Allocations Office. • The Incomplete (IM) will only become a Pass (P) when all standards have been achieved. <p>Derogation requirement: Students are required to complete all of the clinical time before or at the end of internship and their programme.</p>
Incomplete Extenuating Circumstance (IX)	<p>NCAD/MCAT standards have not been achieved due to extenuating circumstances. An 'Incomplete with Extenuating' (IX) grade is awarded based on a recommendation from the Extenuating Circumstances Approval Committee.</p> <p>Remediation strategy:</p> <ul style="list-style-type: none"> • The student is required to undertake a supplemental placement which is considered as part of the first attempt. This provides an opportunity to complete the unattained/incomplete standards in the NCAD/MCAT. • The supplemental placement duration may vary to meet the needs of individual students. • The IX grade will only become a Pass (P) when all standards have been achieved. <p>Derogation requirement: Students are required to complete all of the clinical time before or at the end of internship and their programme.</p>

Fail (F) on 1st attempt	<p>NCAD/MCAT standards have not been achieved. A Fail grade is awarded.</p> <p>Remediation strategy for second attempt</p> <ul style="list-style-type: none"> • The student is required to undertake a repeat practice placement. • The duration of the repeat practice placement is the same as the 1st (original) practice placement. • The assessment will be the same level as the original NCAD/MCAT. • The student is required to complete a new NCAD/MCAT and must achieve all standards of that assessment. • The outcome grade for the 2nd attempt will be presented at the next available examination board. <p>Derogation requirement: Students are required to complete all of the clinical time before or at the end of internship and their programme.</p>
Fail (F) on 2nd attempt	<p>NCAD/MCAT standards have not been achieved. A Fail grade is awarded. As per the progression derogation, a student who fails an internship practice placement in stage four having had <u>two attempts</u> will be ineligible to continue in that nursing or midwifery programme.</p> <ul style="list-style-type: none"> • No subsequent attempt can be considered except with written agreement of the Director of Nursing/Midwifery of the clinical partner site and through application to the School of Nursing, Midwifery and Health Systems' Governing Board.
No Grade (NM)	<p>Failure to attend and/or present a completed NCAD/MCAT assessment to the personal tutor, with no evidence of extenuating circumstances.</p> <p>Remediation strategy:</p> <ul style="list-style-type: none"> • No Grade (NM) is treated the same as a fail grade and considered as a clinical attempt • The student is required to repeat the clinical module.
Absent (ABS)	<p>Failure to attend and/or present a completed NCAD / MCAT assessment document to the UCD personal tutor, with no evidence of extenuating circumstances.</p> <p>NCAD or MCAT submitted did not merit a grade (e.g. performance indicators or assessment criteria are not signed appropriately or missing signatures in signature bank)</p>



Undergraduate Students: Overview of Supports and Policies for Managing Student Health and Wellbeing.

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

The purpose of this document is to provide an overview of the management of undergraduate student health and wellbeing related topics and concerns.

The term *undergraduate student health and wellbeing* is a broad term that encompasses a broad range of topics and issues. Management of these are dealt with through a range of policies and supports and or on an individual case by case basis. Concerns about the health of a student may be raised by students themselves, staff of Associated Health Care Providers, staff of UCD or others.

Protecting the health and wellbeing of undergraduate Students Vaccinations programmes

Each of the principal hospitals, to whom the students are randomly allocated to for the duration of their programmes, own Occupational Health Department offer the students the HSE recommended vaccinations programmes in order to protect the students and the patients they come into contact with during practice placements.

The Practice Placement Allocations Office (PPAO) liaise with each hospitals Occupational Health Department to administer the appointments for these vaccination programmes.

PPAO also administers the HSE nationally recommended Covid-19 processes, the aim of which is to reduce the risk of emergence/re-emergence of, and to support the management of Covid-19 in Associated Health Care Provider sites.

Health and wellbeing concerns

In general, students are advised to seek medical help if they have a concern about their personal health and wellbeing. When a student's health and wellbeing concern is raised in most cases it can be addressed and resolved by reaching agreement with the student on recommended actions. This may include a recommendation to access and or a referral to any of the following services and supports. This list is indicative only, and not an exhaustive list of potential supports.

- The student's GP or other existing supports that the student already engages with.
- UCD Health and Safety. Information available at <https://www.ucd.ie/sirc/healthsafety/>
- The UCD Student Health Service. Information available at <https://www.ucd.ie/stuhealth/>
- UCD Student Counselling Service. Information available at <https://www.ucd.ie/studentcounselling/>
- Associated Health Care Provider's Occupational Health Service.
- Associated Health Care Provider's Employee Assistance Programme.
- Emergency Services (999 or 112).

- Emergency Department or Rapid Injury Unit.
- Student Advisors. Information available at <https://www.ucd.ie/studentadvisers/>
- UCD Access and Lifelong Learning. Information available at <https://www.ucd.ie/all/>
- UCD Equality, Diversity, and Inclusion Dignity & Respect Support Service. Information available at <https://www.ucd.ie/equality/contact/>
- UCD Students' Union Sabbatical Officers. Information available at <https://www.ucdsu.ie/>
- UCD Student Mental Health and Wellbeing Policy. Information available at <https://www.ucd.ie/t4cms/UCD-Student-Mental-Health-Policy1.pdf>
- UCD Chaplaincy. Information available at <https://www.ucd.ie/chaplaincy/>
- Healthy UCD. Information available at <https://www.ucd.ie/healthyucd/>
- UCD James Joyce Library Life Skills Collection. Information available at <https://libguides.ucd.ie/healthandwellbeing>
- Extenuating Circumstances Policy. Information available at <https://www.ucd.ie/students/studentdesk/extenuatingcircumstances/>
- Leave of Absence Policy. Information available at <https://www.ucd.ie/students/registration/takingaleaveofabsence/>
- Exit Award Policy. Information available from the SNMHS School Office.

Concerns about a student fitness to continue to study on their Programme

In some situations, a concern may arise about a student's behaviour, capacity, welfare, or wellbeing to the extent that their fitness to continue in study is a cause for concern. Concerns of this nature are managed through *UCD Fitness to Continue in Study Policy and Procedures* available at <https://www.ucd.ie/secca/fitnesstocontinueinstudy/>. It is supported by the SNMHS *Programme Fitness to Practise Statement* available at <https://www.ucd.ie/secca/t4media/SFTP06 NMHS.pdf>.

The *UCD Fitness to Continue in Study Process Map* is available at https://www.ucd.ie/secca/t4media/FTCS_process%20map.pdf. It provided an overview of the process and personal responsible.



Protocol for BSc Nursing and Midwifery Students Wishing to Avail of Compassionate Leave Whilst on Supernumerary Clinical Placement and Internship Placement

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

UCD School of Nursing, Midwifery and Health Systems, and the clinical partner sites, aim to support nursing and midwifery students who need to avail of compassionate leave while on clinical placement. Compassionate leave is granted at the **discretion** of the UCD School of Nursing, Midwifery and Health Systems and the healthcare institution. Students can also contact their personal tutor and/or student advisor, chaplain, programme and/or stage co-ordinators to avail of additional UCD support.

Supernumerary

- Students on supernumerary clinical placement must request compassionate leave from their Clinical Placement Co-ordinator and/or Personal Tutor.
- Students on supernumerary clinical placement may be granted:
 - Up to a maximum of **three** working days on the death of an immediate relative (for example, father, mother, brother, sister, mother-in-law, father-in-law, grandparent, aunt, uncle, niece or nephew).
 - on the death of a spouse/partner or child, the maximum number of days may be increased to **five** consecutive days.
- If the period of compassionate leave impacts on the student's ability to successfully complete his/her clinical placement, then the student must complete any outstanding clinical time as per UCD School of Nursing, Midwifery and Health Systems Guidelines.
- Students are advised to read this policy in conjunction with section 7 of the UCD Parental Leave policy which addresses compassionate leave as force majeure leave (see policy document <http://www.ucd.ie/hr/leave/parentalleave/>)

Internship

- The local hospital policy/guideline on compassionate leave must be followed by students on **internship placement**, which may differ from this protocol.

Students may need to refer to other relevant UCD policies i.e.: policy on extenuating circumstances, late submission of course work and/or leave of absence/withdrawal policy.



Staff Guidelines for Responding to Clinical or Academic Issues Raised by UCD BSc or HDip Nursing and Midwifery Student(s)

BSc General Nursing
BSc Mental Health Nursing
BSc Midwifery
BSc Children's & General Nursing

These guidelines outline the principles and procedures agreed by UCD School of Nursing, Midwifery and Health Systems (SNMHS) and partner hospitals to direct how issues raised in one service or institution and which pertain more properly to the other, should be addressed. From time to time, students may raise concerns, or make allegations, the nature of which dictates that the primary responsibility for addressing the issues raised, more properly resides with either the academic institution or the clinical service. These may be students' concerns and issues related but not limited to healthcare recipient safety, allegations against clinical or UCD school staff, allegations of poor clinical practice or general allegations against the partner hospital or UCD SNMHS.

Principles of Communication

- Safety of the healthcare recipient and student welfare are the primary considerations at all times.
- Upon notification of a concern, it is the responsibility of either the UCD SNMHS or the clinical service to ensure that the concern is communicated in a timely manner to the appropriate personnel at the appropriate managerial level.
- Formal complaints against another person will require adherence to the relevant university or hospital protocol.
- A feedback loop will ensure that the person who raises a concern or issue is informed as appropriate of the outcome in relation to the raised issues.

Issues raised with UCD SNMHS personnel but primarily residing with clinical service

- When a member of UCD school staff receives information from a student or group of students who raise concerns, s/he will:
 - o draw the student(s) attention to these guidelines and o follow appropriate communication lines within UCD SNMHS
- The Clinical Placement Coordinator (CPC), Clinical Nurse or Midwife Manager (CNM/CMM), Practice Development Coordinator, CNM 3 or the Director of the Centre for Nurse Education (CNE), the Acting Director/Director of Nursing or Midwifery (ADON, ADOM), as appropriate, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Director of Nursing or Director of Midwifery and the Practice Development Coordinator/CNM 3 or the Director of the CNE will agree procedures as to how major concerns will be investigated and addressed.
- The Practice Development Coordinator/CNM 3 or the Director of CNE will dialogue and agree a course of action with the Associate Dean for Undergraduate Programmes and with the Programme Director of the UCD SNMHS with information about the steps being taken,

including the policies, guidelines or protocols governing the response. The relevant policy, guideline or protocol will inform next steps.

- At intervals, and at the conclusion of all processes, the Director of Nursing or Midwifery and the Dean of Nursing and Head of the UCD SNMHS will be kept informed of progress and outcomes.

Issues raised with clinical service personnel but primarily residing with UCD SNMHS

- When a member of Clinical Service staff receives information from a student or group of students that raises concerns, s/he will:
 - o draw the student(s) attention to these guidelines and
 - o follow appropriate communication lines within the Clinical Service
- The UCD Programme Director, Personal Tutor, Associate Dean or Dean of Nursing and Programme Director, as appropriate, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Dean of Nursing and Head of the UCD SNMHS and Associate Dean for Undergraduate Programmes will agree procedures as to how major concerns will be investigated and addressed.
- The appropriate in-service policies and procedures for addressing the issue or concern will then be initiated. The relevant policy will inform next steps
- At intervals, and at the conclusion of all processes, the Dean of Nursing and Head of the UCD School of Nursing, Midwifery and Health Systems and the Director of Nursing or Director of Midwifery will be kept informed of progress and outcomes.

FINAL LEARNING PLAN FOLLOWING AN UNSUCCESSFUL CLINICAL ASSESSMENT

The personal tutor is responsible to bring the 'Final Learning Plan' document to the meeting and ensure all parts are completed.

- ➔ Stage 1
- ➔ Stage 2
- ➔ Stage 3
- ➔ Stage 4.5 (C&G)
- ➔ Internship
- ➔ HDNS/HDM

PART 1: UNSUCCESSFUL CLINICAL ASSESSMENT DETAILS

Full Title of unsuccessful NCAD/MCAT	
Please document the individual domains of competence and specific standards that were unsuccessful.	
Domains	Standards

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 for their preceptor on their repeat clinical placements. Additional learning plan template sheets can be obtained from the programme office or CASC webpage if required.

Guidelines For Students On The Use Of The Learning Plan		
Subsequent clinical placement that is <u>not the</u> repeat clinical placement.	Domains of competence are pertinent in all clinical placements/assessments. Students should maximise the benefits of this learning plan to improve clinical learning outcomes and therefore should discuss these learning needs with your next preceptor.	<input type="checkbox"/> Discussed with student ✓
Repeat Clinical Placement	This learning plan must be presented to your preceptor in the preliminary meeting of the repeat clinical assessment so that support can be availed of.	<input type="checkbox"/> Discussed with student ✓
Learning needs	Actions/supports	Related Domains and standards

Learning needs	Actions/supports	Related Domains and standards

PART 3: FOLLOW UP PLAN

Repeat Clinical Placement Details	
Repeat Clinical Placement Duration Weeks	Personal tutor to inform clinical allocations of the details of the repeat clinical placement duration intended.
Clinical Assessment Documentation <input type="checkbox"/> Original	When using an original NCAD/MCAT for a repeat the Student must contact the programme office for additional meeting forms (Preliminary, Intermediate and Final).
<input type="checkbox"/> New	Student must contact the programme office for new NCAD/MCAT required. Internship students always require a new NCAD/MCAT and must ensure that they state the level required. Supernumerary students only require a new NCAD/MCAT on the 3 rd attempt.
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:		