

Higher Diploma in Nursing (Children's Nursing)



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



Sláinte Leanaí Éireann
CHI
Children's Health Ireland

Full nursing student name (as per candidate register):

Nursing student college ID number:

Higher education institution:

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This is a confidential document. It is the property of the student and the 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		✓
It is my responsibility to ensure that I have the correct documentation prior to going on practice placements.	<input type="checkbox"/>	
I will carry this document with me at all times while on practice placements.	<input type="checkbox"/>	
It is my responsibility to obtain the clinical learning outcomes for each placement and to use these as a guide to set my own learning outcomes.	<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 I have arranged a date for a preliminary meeting . It is carried out at the beginning of the placement in order to discuss the learning opportunities and performance indicators to be attained during the placement.	<input type="checkbox"/>	
It is my responsibility to ensure that I have arranged a date for an intermediate meeting . It is carried out to discuss progress during placements of 4 weeks or more and if requested by a preceptor on placements of less than 4 weeks. Attendance is reviewed, in addition to my medication and clinical skills workbook.	<input type="checkbox"/>	
It is my responsibility to ensure that I have arranged a date for a final meeting . A final meeting is carried out at the end of the placement to review the domains, performance indicators and skills attained. Attendance is reviewed, in addition to my medication and clinical skills workbook.	<input type="checkbox"/>	
It is my responsibility to seek feedback on my progress throughout the 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 practice 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 them 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. A daily Record of attendance must be completed at the end of each shift. 100% attendance is required on all practice placements. 		
<p>I have read and understood the above instructions.</p> <p>Student Signature: _____ Date: _____</p>		

YOUR PRACTICE PLACEMENT

WHO TO TURN TO

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

Clinical Supports

- Preceptor
 - Is there to supervise and guide your performance. Your preceptor will assess your attainment of the performance indicators for each of the various domains of competence (more details about the domains are outlined below). Your preceptor will liaise with the CPC.
- Practice placement Coordinator
 - Facilitates your learning and monitors the quality of the learning environment. Liaises with the University and your UCD Personal Tutor.

UCD SNMHS Supports

- UCD Personal Tutor
 - Offers assistance to you on matters, academic, clinical and personal. Your UCD 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 UCD 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 UCD personal tutor.

Please insert the following details:

Name of UCD **Personal Tutor**: _____

E-mail Address of UCD Personal Tutor: _____

Phone number of UCD Personal Tutor: _____

Name of **Student Advisor**: Anna Scully

E-mail Address of Student Advisor: anna.scully@ucd.ie

Phone number of Student Advisor: 01 7166497

ABOUT THE NATIONAL CLINICAL ASSESSMENT DOCUMENT (NCAD)

This NCAD is an official College document, containing a record of your attainments as a student. 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 the NUI. It is an essential requirement for your registration as a nurse 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 semester/stage. Students will be given the specific date to present their documentation at the beginning of each semester in which a practice placement takes place.

The grade descriptors for clinical assessments are described in the UCD School of Nursing Midwifery and Health Systems policy on the presentation of undergraduate clinical modules (Appendix I in NCAD) and as outlined in the UCD – Modularisation and Semesterisation General Regulations. Grades for clinical assessments are considered to be Grade Point neutral.

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

Please read the steps in all of the **clinical assessment protocols** carefully. You are responsible for ensuring that you understand and follow the steps in each of these clinical assessment protocols.

Guidelines for Completion of Self Evaluation for Practice Placements in NCAD

Post Registration Children's Nursing (PRCN) 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 provides a guide to help you with your evaluation (Nursing and Midwifery Board of Ireland (NMBI), 2019).

Identification of nursing learning outcomes and learning opportunities should commence once you find out the speciality of the particular clinical area for your placement. Information relating to the speciality can be obtained from the Clinical Programme Coordinator and/or the allocated placement. It is important when thinking about what you hope to learn on this placement that you revise the module content addressed in UCD and read information in the core texts for your programme about the particular specialist setting. You also need to obtain the specific learning outcomes for that practice placement on your first day on placement so that you can review these and set your own learning outcomes for the placement.

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 placements while also addressing the six domains of competence outlined in your NCAD and the *Children's Nurse Post-Registration Education Programmes Standards and Requirements* (NMBI, 2018) for your programme. While it is your responsibility to determine and write learning outcomes and expectations, examples of learning outcomes for each of the six domains of competence are listed below as a guide.

Domain 1: Professional values and conduct of the nurse competences:

- I will maintain safe hygiene and infection prevention and control measures in the healthcare setting.
- I will act in a professional manner showing respect for diversity and individual preferences for children and families.

Domain 2: Nursing practice and clinical decision-making competences:

- I will develop a nursing care plan taking assessment information, clinical observations and feedback from the child/young person and their family into account.
- I will deliver safe and effective nursing care for a child or young person incorporating child and family centred care.

Domain 3 Knowledge and Cognitive Competence

- I will consider the practice placement I am undertaking and apply current relevant nursing knowledge to situations encountered in the practice placement.
- I will study and reflect on a situation that I have found challenging within the practice setting and outline steps to facilitate enhanced clinical practice.

Domain 4: Communication and inter-personal competences:

- I will apply the principles of cultural diversity, dignity and autonomy when communicating in a person centred manner during this practice placement.
- I will demonstrate safe and effective oral, written and electronic communication skills during this practice placement.

Domain 5: Management and team competences

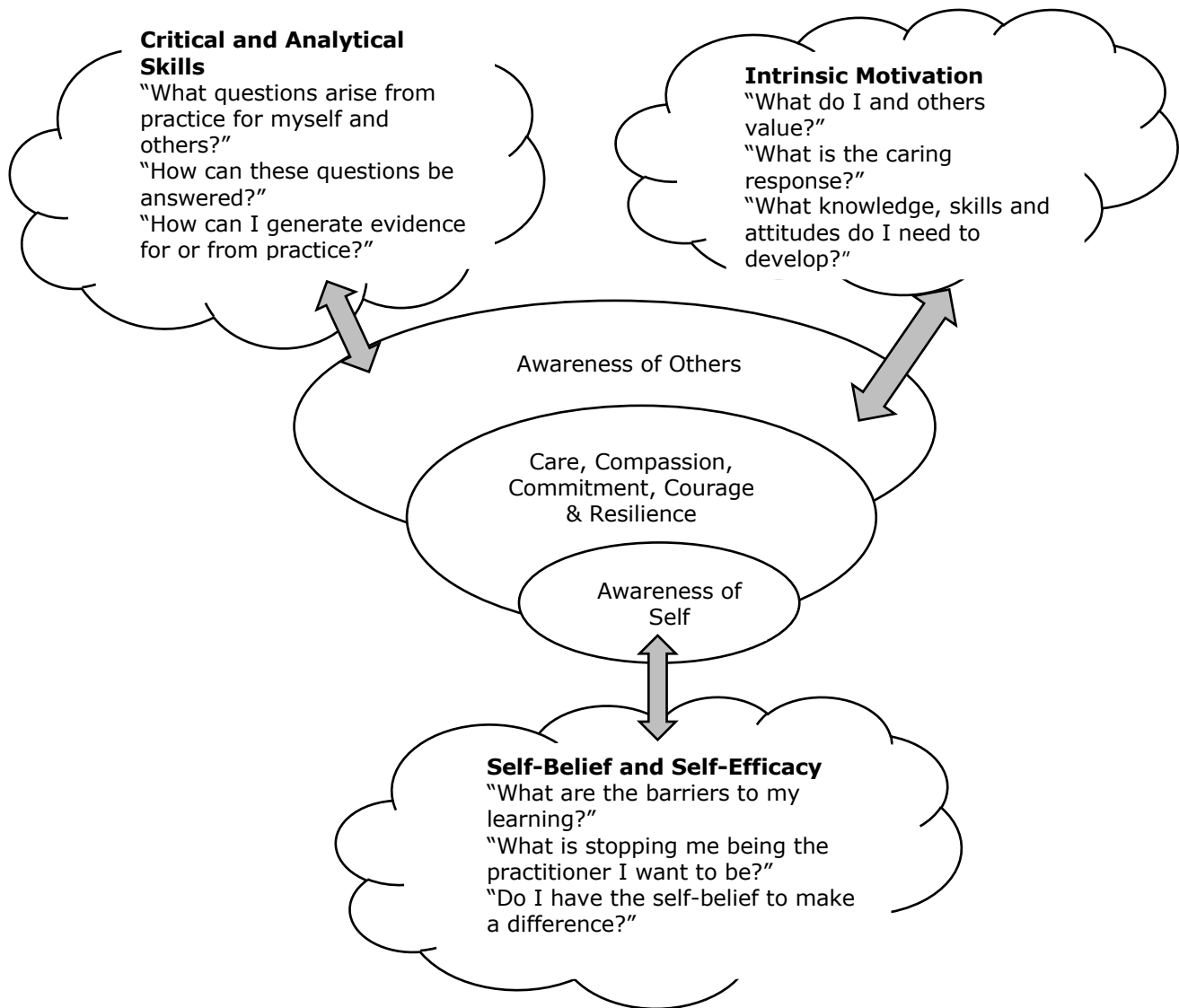
- I will collaborate effectively with other healthcare disciplines and other members of the healthcare team during this practice placement.
- I will assess risk to the safety, security and wellbeing of the child/young person and use this information to develop a safe plan of care.

Domain 6: Leadership potential and professional scholarship competences

- I will improve personal competence through the constructive use of feedback, supervision and appraisal.
- I will demonstrate self-direction in my learning and critical reasoning in decision making in the practice placement.

FIGURE 1: SELF-EVALUATION OF LEARNING NEEDS AND EXPECTATIONS (NMBI, 2019)

A guide to help you with your self-evaluation



Sources: (McLean, 2012)

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

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

References

McLean, C. (2012). The Yellow Brick Road: A Values Based Curriculum Model. *Nurse Education in Practice*, 12(1), 159-163.

Nursing and Midwifery Board of Ireland (2019). *Guidelines for the Completion of the National Competence Assessment Documents for the Undergraduate Nursing Programmes*. Nursing and Midwifery Board of Ireland, Dublin.

Nursing and Midwifery Board of Ireland (2016) *Nurse Registration Programmes Standards*

and Requirements. Nursing and Midwifery Board of Ireland, Dublin.
Nursing and Midwifery Board of Ireland (2016). *Values for Nurses and Midwives in Ireland*.
Nursing and Midwifery Board of Ireland, Dublin.

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References

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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.

CLINICAL ASSESSMENT PROTOCOL

Each student is required to complete practice placements on the programme. Each practice placement involves a clinical assessment. For the purpose of progression and the award of the Higher Diploma in Nursing (Children's Nursing), each student is required to achieve a 'pass' grade for each clinical module in the programme.

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 Performance indicators and Progression in the programme

A student will not be able to progress to registration without having

- attained all of the performance indicators for the clinical modules and
- met the requirement for attendance (see regulations for attendance)

Regulations for meeting performance indicators

- o The final outcome of clinical assessment is recorded as either 'pass' or 'fail' and is grade point neutral.
- o The student must attain a 'pass' grade in all practice placements in order to attain an overall 'pass' for the programme.
- o 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.
- o Students enrolled in the Higher Diploma in Nursing (Children's Nursing) will be evaluated through NCAD assessments at entry phase (1A), Intermediate Phase (1B), and Exit Phase (4A & 4B) during their clinical placements. To advance in the program, students must pass the Entry Phase NCAD assessments (1A) and Intermediate Phase (1B) before proceeding to the Exit Phase (4A & 4B) assessment.
- o To complete the program, students must pass all clinical components. This may require the completion of clinical placements 4C +/- 4D which are considered part of the Exit Phase. If a student subsequently fails during Exit phase (4C or 4D), this will be entered into the Exit Phase exam board.
- o 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.
- o All students should be familiar with the documents listed below.
- o Students should obtain comprehensive feedback from their preceptor during their practice placements and at the intermediate meeting 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.
- o In the case of a student failing to obtain a pass standard 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, Practice placement Co-ordinator, Clinical Programme Co-ordinator, Director of Nursing.
- o In the case of a student not attaining the performance indicators in a particular module, a repeat placement will be required.

- o A student who fails a clinical module having had two attempts will be ineligible to continue in the nursing programme.
- o Students should be very familiar with the protocol '*When a Student Is Having Significant Difficulties in Meeting Performance indicators during a Practice placement and When a Student is Unsuccessful in their Clinical Assessment*' See appendix 11.

Regulations Regarding Attendance

- o Practice placements are an integral part of the Higher Diploma in Nursing (Children's Nursing) programme 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.
- o **Therefore, FULL attendance at all scheduled practice placements is mandatory;** all attendances are monitored and all absences recorded.
- o A student that attains all performance indicators for the modules but does not fulfil the attendance is required to complete the shortfall of absent time in the clinical setting.
- o 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.
- o This additional practice placement time will be scheduled and must be completed in full before a student is deemed to have completed the programme. The scheduling of such periods of additional practice placement time is completely at the discretion of the facilitating health service provider. Students will be offered **one** opportunity to make up this outstanding absence time following the completion of the programme. If you do not take up this first opportunity you may **NOT** be offered another date.

All students should be familiar with the following documents:

UCD Student Code

- Code of Conduct for all Students registered on Programmes at the UCD School of Nursing, Midwifery and Health Systems
- Higher Diploma in Nursing (Children's Nursing) Programme Outline, which contains details of the assessment schedule.
- Children's Nurse Post-Registration Education Programmes Standards and Requirements (2018). Revised Edition, Nursing and Midwifery Board of Ireland, Dublin.
- Protocol on the presentation of undergraduate clinical modules (Appendix I).
- Protocol in the following event: *When a student is having significant difficulties in meeting performance indicators during a practice placement and when a student is unsuccessful in their practice placement* (see appendixII).

Recommended reading (available from the Health Sciences Library)

- oLevett-Jones T. and Bourgeois, S. (2009) The Practice placement: A Nursing Guide (2nd ed). Bailliere Tindall, (London).

STEPS TO BE FOLLOWED IN THE CLINICAL ASSESSMENT PROTOCOL

- Meet with the Clinical Programme Co-ordinator to review learning opportunities for the placement.
- Report to the Clinical Nurse Manager and the clinical preceptor and **provide the clinical preceptor with the relevant 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 think about your learning outcomes.

All absences must be reported to relevant personnel as per local policy.

- Undertake a **preliminary meeting** with the clinical preceptor to discuss learning needs, opportunities, and performance indicators to be attained during the placement and the learning outcomes that you have identified for the placement. Co-sign the record of the meeting.
- Undertake an **intermediate meeting** (on placements of 4 weeks or more and as requested, by preceptor on placements of less than 4 weeks) with the clinical preceptor to review progress, with 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. A Learning Plan which identifies outstanding learning needs, supports and actions to address these needs will be documented.
- The student's attendance and medication and skills workbooks are also reviewed to ensure all medication tasks and relevant skills are completed at this meeting.
- Undertake a **final meeting** with the clinical preceptor to review the performance indicators attained and the medication workbook and record of skills in the skills workbook.
- Co-sign the record of the final meeting which may include a Record of Attendance in the presence of the preceptor.
- Submit updated NCAD to UCD personal tutor for inspection and review.
- Students are required to have all documentation completed within **two** weeks of the last day of their practice placement.
- A Final Learning Plan, following an unsuccessful practice placement, should be completed in consultation with the student, preceptor, Clinical Programme Coordinator and UCD personal tutor. A copy of the Final Learning Plan should be retained by the student for their own records.

GLOSSARY OF TERMS

Final Learning Plan	The process which is put in place when a student fails to attain one or more performance indicators on a given placement. This involves consultation between the student, preceptor, Clinical Programme Coordinator and UCD personal tutor. The aim of the Final Learning Plan is to identify the student's learning needs and guide them in areas that require further development during both their subsequent and repeat practice placements.
Associate Preceptor	A delegated associate who acts in the absence of the preceptor
Assessment	Determining the extent to which an individual has reached the desired level of competence in skill, knowledge, understanding and attitudes in relation to a specified goal (Neary, 2000).
Domains of Competence Evidence	Broad categories or values that represent the functions of the registered nurse/midwife in contemporary practice The documentation/proof of competence collected from and about the student. Evidence is the material upon which the preceptor will access the student's competence in practice
Final Meeting	A meeting, which takes place during the last week of the practice placement. The student's assessment and progress report are completed and student's attendance is documented.
Intermediate Meeting	A meeting, which takes place midway through the placement. The preceptor and the student discuss and document the student's progress with reference to the domains of competence, clinical skills and the performance indicators yet to be attained. The student's attendance is also reviewed at this meeting.
Modularisation and Semesterisation General Regulations UCD	Regulations of the university in relation to student assessments, progression and awards.
National Competence Assessment Document (NCAD)	The instrument that is used to record the attainment of performance indicators
Performance criteria	Broad statements of the capacities or capabilities that are involved in the domains of competence and that a nurse can demonstrate
Preceptor	The registered nurse who works with the student, guiding, supporting, supervising and monitoring, giving feedback and encouragement. The preceptor conducts the assessment of the student in the clinical area
Preliminary Meeting	A meeting, which takes place early in the first week of the placement
Progress Report	A report undertaken with the student and the clinical preceptor at the intermediate and final meetings to review progress, with particular reference to the domains of competence and the performance indicators to be attained
Performance Indicator	The required level of attainment in order to progress to the next stage of the programme

Practice Placement 1A Entry Phase Long Practice Placement (4 weeks or more)

Signature Bank
PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES
SIGNATURE SHEET

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

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

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

National Competence Assessment Document – Entry Phase – Long Practice Placement

Practice Placement Details and Attendance Record

PRACTICE PLACEMENT

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	

Attendance Record						
Week 1	Date:					
	Nursing student signature					
	Preceptor signature					
Week 2	Date:					
	Nursing student signature					
	Preceptor signature					
Week 3	Date:					
	Nursing student signature					
	Preceptor signature					
Week 4	Date:					
	Nursing student signature					
	Preceptor signature					
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document – Entry Phase– Long Practice Placement
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). For guidance Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – ENTRY PHASE – Long Practice Placement

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			

National Competence Assessment Document – ENTRY PHASE

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

**Practice Placement Children's Nursing
INTERMEDIATE MEETING (LEARNING PLAN)**

Student Name:	Student Number:	
Placement:	Dates from: _____ to _____	
<ul style="list-style-type: none"> • 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 '<i>When an Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.</i>' 		
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 Inter Personal 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:

National Competence Assessment Document – ENTRY PHASE

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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*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:

National Competence Assessment Document – ENTRY PHASE
Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Entry Phase 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	
-----------	--	------	--

National Competence Assessment Document – ENTRY PHASE

Six Domains of Competence

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

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

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

In the Entry phase, the student nurse is an advanced beginner under the ***indirect supervision*** of the Registered Nurse. They can identify the needs of people and family in practice, and begin to adopt a problem-solving approach to the provision of safe nursing care. ***Indirect supervision is defined as the Preceptor being accessible to the undergraduate student nurse for guidance and support while providing delegated nursing care to children/persons/service users and supports family members.*** The undergraduate student nurse actively participates in the assessment, planning, delivery and evaluation of person-centred nursing, and is able to provide a rationale for their actions. It may be difficult for the student nurse to prioritise care in particular or complex situations.

In the Entry phase, at the end of each practice placement, nursing students have to achieve all domains and all indicators 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 nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

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

1.1 Demonstrates safe, person-centred care		*I (Yes ✓ = or No= X)	** Initials
a.	Carries out basic risk assessments with regard to the safety of the child or young person		
b.	Delivers safe and effective nursing care to children or young persons		
c.	Maintains safe hand hygiene, infection prevention and control and regulations governing the use in the care of the child or young person in the healthcare setting		
d.	Reflects on the application of ethical principles and professional guidance in relation to a safeguarding situation in this practice placement		
e.	Acts responsibly when responding to emergency situations		
f.	Acts responsibly in situations of risk to a child or young persons		

***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 nurse care		I (Yes =✓ or No= X)	Initials
a.	Contributes to a positive environment of respect and inclusion towards all children or young persons encountered in this practice placement		
b.	Acts in a professional manner that is attentive, sensitive and non-discriminatory towards the child or young person, showing respect for diversity and individual preference		
c.	Assists the child or young person to enhance their physical, sensory, emotional wellbeing and comfort during nursing and healthcare interventions		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

1.3 Demonstrates responsible and professional practice		I (Yes = ✓ or No= X)	Initials
a.	Clarifies with Registered Nurse situations that are beyond the level of competence		
b.	Demonstrates professional responsibility through organising and completing delegated nursing interventions		
c.	Justifies reasons for decisions and for actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)		
d.	Documents and reports nursing interventions through a nurse to nurse handovers		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING COMPETENCES

Criteria related to delivering effective, person-centred nursing care under the **indirect 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.	Interviews a child or young person using a child and family-centred framework to elicit the child or young person's experience of altered health, ability or life stage needs		
b.	Uses a relevant child and family-centred framework to identify a child or young person's nursing and healthcare needs		
c.	Undertakes health assessments and develop physical examination skills to recognise the changing healthcare needs		
d.	Integrates knowledge of pathophysiology and pharmacotherapeutics into the assessment of a child or a young person		

2.2 Plans and prioritises person-centred nursing care		I (Yes = ✓ or No= X)	Initials
a.	Devises a child and family-centred nursing care plan, taking into account relevant observations, feedback from the child or young person, results of nursing and clinical assessments		
b.	Identifies with Registered Nurse the child or young person's actual and potential goals of care with reference to best practice		
c.	Presents a plan of care for a child or a young person with a rationale for interventions to the multidisciplinary team		
d.	Discusses with the child or young person concerned the plan of care and priorities, taking into account feedback from the child or young person		

2.3 Undertakes nursing interventions		I (Yes = ✓ or No= X)	Initials
a.	Adapts nursing interventions to changing healthcare needs and documents changes in the plan of care		
b.	Recognises, reports and escalates when a child or young person requires interventions beyond the student's competence		
c.	Empowers a child or young person to promote self-management of their condition and to facilitate their health, recovery or wellbeing		
d.	Enters information about the child or young person's nursing and healthcare accurately and concisely into documents and electronic records		
e.	Demonstrates respect for privacy and confidentiality in the safeguarding of personal and clinical data in written, verbal and electronic record keeping		
f.	Uses nursing interventions, medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal		
g.	Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines		

2.4 Evaluates person-centred nursing care		I (Yes = ✓ or No= X)	Initials
a.	Reviews with the Registered Nurse the child or young person's observations and clinical data to evaluate the child and family-centred plan of care		
b.	Assists the Registered Nurse to compile an entry to evaluate the person's progress towards meeting the goals specified in the child and family-centred care plan		
c.	Gathers additional data from multiple sources to analyse and evaluate priorities, goals and timeframes based on changes to the child or young person's condition or responses to care or treatment		
d.	Evaluates nursing interventions for one child or person's plan of care against evidence of best practice		

2.5 Utilises clinical judgement		I (Yes = ✓ or No= X)	Initials
a.	Recognises and acts responsibly to intervene and alert the Registered Nurse and members of the multidisciplinary team if a child or young person's health or condition is deteriorating		
b.	Justifies nursing actions to manage risks identified in the care of the person in the current practice setting		
c.	Participates with the clinical team in response to fundamental changes in a child or young person's health status		
d.	Demonstrates how to act in an emergency and to administer essential life-saving interventions		
e.	Identifies situations and processes for referral in response to fundamental changes in a child or young person's health status		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

Criteria related to the application of knowledge and understanding of the health continuum and of principles from health and life sciences underpinning practice under the **indirect 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 children or young persons in this practice placement		
b.	Discusses with the Registered Nurse vulnerabilities and co-morbidities commonly associated with a specific child or young person's health and nursing care in this practice placement		
c.	Safely and accurately carries out calculations for medication management, including intravenous infusions where appropriate		
d.	Sources information regarding an aspect of health policy relevant to this practice placement		
e.	Explores ethical dilemmas that may occur in this practice placement		
f.	Utilises health information technology and nursing informatics where available in nursing practice appropriate to this practice placement		

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

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

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

4.1 Communicates in a person-centred manner		I (Yes = ✓ or No= X)	Initials
a.	Uses a broad range of verbal and non-verbal strategies to communicate effectively and compassionately with the child or young person and family		
b.	Demonstrates the principles of cultural diversity, dignity and autonomy when communicating in a person-centred manner		
c.	Applies active listening skills and responses when communicating with a child or young person		
d.	Uses person-centred communication strategies and demonstrates respect for a child or young person's rights and choices		
e.	Provides emotional support to children or young persons and their family when undertaking nursing interventions and procedures		
f.	Discusses with the child or young person an aspect of their health or lifestyle that the child or young person would like to change		
g.	Ensures that a child or young person receives all the necessary information to make an informed choice regarding their healthcare		
h.	Uses appropriate skills and knowledge to teach/facilitate a child or young person or family member to self-manage an aspect of their health		

4.2 Communicates accurately with the healthcare team		I (Yes = ✓ or No= X)	Initials
a.	Communicates clearly and effectively with the members of the multidisciplinary team		
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes		
c.	Uses professional nursing terminology and accurately reports, records and documents clinical observations		
d.	Liaises with the members of the multidisciplinary team to ensure that the rights and wishes of the child or young person are represented		
e.	Discusses with the Registered Nurse the parameters for sharing of information in accordance with legal and professional requirements and in the interests of the protection of the public whilst respecting confidentiality and data privacy		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCES

Criteria related to the application of management and team working competence under the **indirect 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 together in a collaborative partnership with the child or young person, family and members of the multidisciplinary team		
b.	Collaborates effectively with other healthcare disciplines and other members of the nursing team to coordinate care provision		

5.2 Manages team, others and self safely		I (Yes = ✓ or No= X)	Initials
a.	Organises workload to complete delegated activities in a responsible and timely manner in accordance with local policies, procedures, protocols and guidelines (PPPGs)		
b.	Works with the members of the multidisciplinary team to foster a supportive clinical working environment to facilitate a culture of trust, openness, respect, kindness and safe standards of care		
c.	Demonstrates personal organisation and efficiency in care provision		
d.	Assesses priorities to manage personal actions and resources safely and effectively		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER
DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES

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

6.1 Develops leadership potential		I (Yes = ✓ or No= X)	Initials
a.	Works with the Registered Nurse to lead an activity or clinical intervention in this practice placement		
b.	Plans an activity that involves delegation, coordination and liaison with other members of the multidisciplinary team		
c.	Seeks, accepts and applies information to enhance self-awareness and personal competence through the constructive use of feedback, supervision and appraisal		
d.	Applies learning derived from reflection on an aspect of nursing practice or a critical incident in this practice placement		

6.2 Develops professional scholarship		I (Yes = ✓ or No= X)	Initials
a.	Identifies with the Preceptor/Associate Preceptor an activity or events to enhance continuing professional development		
b.	Identifies with Preceptor/Associate Preceptor the criteria used to determine when the situation requires to be shared with more experienced colleagues, senior managers or other members of the multidisciplinary team		
c.	Applies learning derived from supervision or preceptor feedback to enhance confidence and competence		

National Competence Assessment Document – ENTRY PHASE
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's 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.**

RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

This image shows a single 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.

National Competence Assessment Document – ENTRY PHASE
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:	

**Practice Placement 1B Intermediate
Phase Long Practice Placement (4 weeks
or more)**

National Competence Assessment Document – Intermediate Phase

Signature Bank

**PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES
SIGNATURE SHEET**

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

[illegible]

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

National Competence Assessment Document – Intermediate Phase
Practice Placement Details and Attendance Record

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

Attendance Record						
Week 1	Date:					
	Nursing student signature					
	Preceptor signature					
Week 2	Date:					
	Nursing student signature					
	Preceptor signature					
Week 3	Date:					
	Nursing student signature					
	Preceptor signature					
Week 4	Date:					
	Nursing student signature					
	Preceptor signature					
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document – Intermediate Phase
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). For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...

National Competence Assessment Document – Intermediate Phase 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 the practice placement learning outcomes)			
To be completed by the Preceptor/Associate Preceptor:			
Learning plan agreed with Preceptor/Associate Preceptor for the practice placement (in accordance with the practice placement learning outcomes)			
Orientation to the 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			

National Competence Assessment Document – Intermediate Phase 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 the practice placement learning outcomes)

To be completed by the Preceptor/Associate Preceptor:

Preceptor/Associate Preceptor's review of the 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

Practice Placement Children's Nursing
INTERMEDIATE MEETING (LEARNING PLAN)

Student Name:	Student Number:	
Placement:	Dates from: _____ to _____	
<ul style="list-style-type: none"> 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 '<i>When an Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.</i>' 		
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 Inter Personal 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:

National Competence Assessment Document – Intermediate Phase

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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*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:	

National Competence Assessment Document – Intermediate Phase
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Intermediate Phase Level of Competence)

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

Signature		Date	
Signature		Date	
Signature		Date	
Signature		Date	

National Competence Assessment Document – Intermediate Phase: 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.

In the Intermediate phase, 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 Intermediate phase, at the end of the practice placement, nursing students have to achieve all domains and all indicators 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.

National Competence Assessment Document – Intermediate Phase: 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.		

National Competence Assessment Document – Intermediate Phase: **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		

National Competence Assessment Document – Intermediate Phase: 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.		

National Competence Assessment Document – Intermediate Phase: **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		

National Competence Assessment Document – Intermediate Phase: 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		

National Competence Assessment Document – Intermediate Phase: 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 – Intermediate Phase Competence Assessment Interviews

PRACTICE PLACEMENT: FINAL INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor:

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

Competence achieved (Please Circle as Appropriate)

Yes		No*	
Preceptor signature			
Nursing student signature			
Date			

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

RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

This image shows a single 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.

**National Competence Assessment Document – Intermediate Phase
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:	

Practice Placement 2 Specialist Short Practice Placements (3 weeks or less)

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

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

[illegible]

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

National Competence Assessment Document – Specialist Practice Placements

Practice Placement Details and Attendance Record

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

Attendance Record						
Week 1	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 2	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 3	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					

**National Competence Assessment Document – Specialist Practice Placements
Self-Evaluation**

**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS
AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – Specialist Practice Placements
Competence Assessment Interviews
PRACTICE PLACEMENT: PRELIMINARY INTERVIEW
(Must be completed within the first 2 days)

Name of Preceptor/Associate Preceptor/Supervisor			
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/Supervisor:			
Learning plan agreed with Preceptor/Associate Preceptor/Supervisor for practice placement (in accordance with the practice placement learning outcomes)			
Orientation to placement and Practice placement learning outcomes		Date:	
Nursing student signature		Date:	
Preceptor/Associate Preceptor/Supervisor signature		Date:	
Proposed date for final interview			

If the nursing student requires additional learning supports, these must be introduced in a timely manner, as per local HEI policy and procedures.

National Competence Assessment Document – Specialist Practice Placements

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 the duration of the placement. 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*The nursing student, Preceptor/ CPC/ Link Academic Staff/ Supervisor must ensure that **Children, Persons, Service Users or Staff are not identifiable 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/ Practitioner
Registered with NMBI/
Supervisor signature

Date:

National Competence Assessment Document – Specialist Practice Placements

Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES

(Performing at Level of Advanced Beginner and Participation and/or Identification)

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

Signature		Date	
Signature		Date	
Signature		Date	
Signature		Date	

National Competence Assessment Document – Specialist Practice Placements

Six Domains of Competence

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

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

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

In Specialist practice placements, the undergraduate nursing student is an advanced beginner and is assessed at participation and/ or identification in the provision of care in the practice environment. The undergraduate nursing student needs both the assistance and ***close supervision*** of the Registered Nurse/Practitioner Registered with NMBI/Supervisor while participating in the provision of person-centred nursing. ***Close supervision is defined as the presence or close proximity to the undergraduate nursing student while providing delegated nursing care to children/persons/service users and supports family members.*** Frequent prompting may be required to support the nursing student in the provision of person-centred nursing and in the identification of its underpinning evidence. The nursing student begins to identify learning needs through discussion with the Preceptor/Associate Preceptor/Supervisor.

At the end of Specialist Practice Placements, nursing students have to achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.

Advanced Beginner
The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.
Participation
The nursing student becomes a participant rather than an observer with the support of the Preceptor/Supervisor where learning opportunities are identified in partnership.
Identification
The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.

National Competence Assessment Document – Specialist Practice Placements Six Domains of Competence

(Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor)

Specialist Practice Placements: Advanced Beginner	Achieved	Not Achieved	Registered Nurse Signature
<p><u>Domain 1: Professional values and conduct of the nurse competence</u></p> <p>Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.</p>			
<p><u>Domain 2: Nursing practice and clinical decision making competence</u></p> <p>Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the child or young person and their primary carer.</p>			
<p><u>Domain 3: Knowledge and cognitive competence</u></p> <p>Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.</p>			
<p><u>Domain 4: Communication and interpersonal competence</u></p> <p>Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.</p>			

<p><u>Domain 5: Management and team competence</u></p> <p>Using management and team competencies in working for the child or young person's wellbeing, recovery, independence and safety through the recognition of the collaborative partnership between the child or young person, family and multidisciplinary healthcare team.</p>			
<p><u>Domain 6: Leadership potential and professional scholarship competence</u></p> <p>Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development.</p>			

National Competence Assessment Document – Specialist Practice Placements 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/ Supervisor:

Preceptor/Associate Preceptor's/Supervisor 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/Associate Preceptor/ Supervisor* signature			
Practitioner Registered with NMBI signature			
Nursing student signature			
Date			

***Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor.**

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

RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

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**National Competence Assessment Document – Specialist Practice Placement Competence
Assessment Interviews**

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

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

Practice Placement 2 Specialist Short Practice Placements (3 weeks or less)

National Competence Assessment Document –Specialist Practice Placements
Signature Bank
PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES/PRACTITIONERS
REGISTERED WITH NMBI/ SUPERVISORS
SIGNATURE SHEET

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

Name of Preceptor/Associate Preceptor/ Registered Nurse/Practitioner Registered with NMBI/ Supervisor (PRINT NAME)	Signature	Initials	Practice Placement Area

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

National Competence Assessment Document – Specialist Practice Placements

Practice Placement Details and Attendance Record

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

Attendance Record						
Week 1	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 2	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 3	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					

**National Competence Assessment Document – Specialist Practice Placements
Self-Evaluation**

**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS
AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – Specialist Practice Placements
Competence Assessment Interviews
PRACTICE PLACEMENT: PRELIMINARY INTERVIEW
(Must be completed within the first 2 days)

Name of Preceptor/Associate Preceptor/Supervisor			
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/Supervisor:			
Learning plan agreed with Preceptor/Associate Preceptor/Supervisor for practice placement (in accordance with the practice placement learning outcomes)			
Orientation to placement and Practice placement learning outcomes		Date:	
Nursing student signature		Date:	
Preceptor/Associate Preceptor/Supervisor signature		Date:	
Proposed date for final interview			

If the nursing student requires additional learning supports, these must be introduced in a timely manner, as per local HEI policy and procedures.

National Competence Assessment Document – Specialist Practice Placements Competence Assessment Interviews (Reflection)

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*The nursing student, Preceptor/ CPC/ Link Academic Staff/ Supervisor must ensure that **Children, Persons, Service Users or Staff are not identifiable 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/ Practitioner
Registered with NMBI/
Supervisor signature

Date:

National Competence Assessment Document – Specialist Practice Placements

Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES

(Performing at Level of Advanced Beginner and Participation and/or Identification)

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

Signature		Date	
Signature		Date	
Signature		Date	
Signature		Date	

National Competence Assessment Document – Specialist Practice Placements

Six Domains of Competence

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

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3. Knowledge and Cognitive Competences
4. Communication and Interpersonal Competences
5. Management and Team Competences
6. Leadership Potential and Professional Scholarship Competences

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At the end of Specialist Practice Placements, nursing students have to achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.

Advanced Beginner

The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.

Participation

The nursing student becomes a participant rather than an observer with the support of the Preceptor/Supervisor where learning opportunities are identified in partnership.

Identification

The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.

National Competence Assessment Document – Specialist Practice Placements Six Domains of Competence

(Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor)

Specialist Practice Placements: Advanced Beginner	Achieved	Not Achieved	Registered Nurse Signature
<p><u>Domain 1: Professional values and conduct of the nurse competence</u></p> <p>Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.</p>			
<p><u>Domain 2: Nursing practice and clinical decision making competence</u></p> <p>Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the child or young person and their primary carer.</p>			
<p><u>Domain 3: Knowledge and cognitive competence</u></p> <p>Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.</p>			
<p><u>Domain 4: Communication and interpersonal competence</u></p> <p>Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.</p>			

<p><u>Domain 5: Management and team competence</u></p> <p>Using management and team competencies in working for the child or young person's wellbeing, recovery, independence and safety through the recognition of the collaborative partnership between the child or young person, family and multidisciplinary healthcare team.</p>			
<p><u>Domain 6: Leadership potential and professional scholarship competence</u></p> <p>Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development.</p>			

National Competence Assessment Document – Specialist Practice Placements 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/ Supervisor:

Preceptor/Associate Preceptor's/Supervisor 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/Associate Preceptor/ Supervisor* signature			
Practitioner Registered with NMBI signature			
Nursing student signature			
Date			

***Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor.**

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

National Competence Assessment Document – Specialist Practice Placements
Competence Assessment Interviews
Domains that were not achieved by the Nursing Student in this Practice Placement

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

Practice Placement 2 Specialist Short Practice Placements (3 weeks or less)

National Competence Assessment Document –Specialist Practice Placements
Signature Bank
PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES/PRACTITIONERS
REGISTERED WITH NMBI/ SUPERVISORS
SIGNATURE SHEET

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Name of Preceptor/Associate Preceptor/ Registered Nurse/Practitioner Registered with NMBI/ Supervisor (PRINT NAME)	Signature	Initials	Practice Placement Area

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

National Competence Assessment Document – Specialist Practice Placements

Practice Placement Details and Attendance Record

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

Attendance Record						
Week 1	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 2	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 3	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					

**National Competence Assessment Document – Specialist Practice Placements
Self-Evaluation**

**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS
AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – Specialist Practice Placements

Competence Assessment Interviews

PRACTICE PLACEMENT: PRELIMINARY INTERVIEW

(Must be completed within the first 2 days)

Name of Preceptor/Associate Preceptor/Supervisor			
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/Supervisor:			
Learning plan agreed with Preceptor/Associate Preceptor/Supervisor for practice placement (in accordance with the practice placement learning outcomes)			
Orientation to placement and Practice placement learning outcomes		Date:	
Nursing student signature		Date:	
Preceptor/Associate Preceptor/Supervisor signature		Date:	
Proposed date for final interview			

If the nursing student requires additional learning supports, these must be introduced in a timely manner, as per local HEI policy and procedures.

National Competence Assessment Document – Specialist Practice Placements Competence Assessment Interviews (Reflection)

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*The nursing student, Preceptor/ CPC/ Link Academic Staff/ Supervisor must ensure that **Children, Persons, Service Users or Staff are not identifiable 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/ Practitioner
Registered with NMBI/
Supervisor signature

Date:

National Competence Assessment Document – Specialist Practice Placements

Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES

(Performing at Level of Advanced Beginner and Participation and/or Identification)

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

Signature		Date	
Signature		Date	
Signature		Date	
Signature		Date	

National Competence Assessment Document – Specialist Practice Placements

Six Domains of Competence

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

1. Professional Values and Conduct of the Nurse Competences
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5. Management and Team Competences
6. Leadership Potential and Professional Scholarship Competences

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At the end of Specialist Practice Placements, nursing students have to achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.

Advanced Beginner

The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.

Participation

The nursing student becomes a participant rather than an observer with the support of the Preceptor/Supervisor where learning opportunities are identified in partnership.

Identification

The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.

National Competence Assessment Document – Specialist Practice Placements Six Domains of Competence

(Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor)

Specialist Practice Placements: Advanced Beginner	Achieved	Not Achieved	Registered Nurse Signature
<p><u>Domain 1: Professional values and conduct of the nurse competence</u></p> <p>Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.</p>			
<p><u>Domain 2: Nursing practice and clinical decision making competence</u></p> <p>Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the child or young person and their primary carer.</p>			
<p><u>Domain 3: Knowledge and cognitive competence</u></p> <p>Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.</p>			
<p><u>Domain 4: Communication and interpersonal competence</u></p> <p>Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.</p>			

<p><u>Domain 5: Management and team competence</u></p> <p>Using management and team competencies in working for the child or young person's wellbeing, recovery, independence and safety through the recognition of the collaborative partnership between the child or young person, family and multidisciplinary healthcare team.</p>			
<p><u>Domain 6: Leadership potential and professional scholarship competence</u></p> <p>Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development.</p>			

National Competence Assessment Document – Specialist Practice Placements 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/ Supervisor:

Preceptor/Associate Preceptor's/Supervisor 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/Associate Preceptor/ Supervisor* signature			
Practitioner Registered with NMBI signature			
Nursing student signature			
Date			

***Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor.**

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

RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

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**National Competence Assessment Document – Specialist Practice Placements
Competence Assessment Interviews**

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

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

**Practice Placement 3 Entry Phase
Emergency Long Practice Placement (4
weeks or more)**

National Competence Assessment Document – ENTRY PHASE
Signature Bank
PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES
SIGNATURE SHEET

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

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

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

**National Competence Assessment Document – Entry Phase
Practice Placement Details and Attendance Record**

PRACTICE PLACEMENT

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	

Attendance Record						
Week 1	Date:					
	Nursing student signature					
	Preceptor signature					
Week 2	Date:					
	Nursing student signature					
	Preceptor signature					
Week 3	Date:					
	Nursing student signature					
	Preceptor signature					
Week 4	Date:					
	Nursing student signature					
	Preceptor signature					
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					

National Competence Assessment Document – Entry Phase 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). For guidance Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – ENTRY PHASE
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			

National Competence Assessment Document – ENTRY PHASE 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.

**Practice Placement Children's Nursing
INTERMEDIATE MEETING (LEARNING PLAN)**

Student Name:		Student Number:
Placement:		Dates from: _____ to _____
•	<ul style="list-style-type: none"> 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 '<i>When an Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.</i>' See Appendix 11 	
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 Inter Personal 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:

National Competence Assessment Document – ENTRY PHASE 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*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:

National Competence Assessment Document – ENTRY PHASE
Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Entry Phase 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	

National Competence Assessment Document – ENTRY PHASE

Six Domains of Competence

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

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

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

In the Entry phase, the student nurse is an advanced beginner under the ***indirect supervision*** of the Registered Nurse. They can identify the needs of people and family in practice, and begin to adopt a problem-solving approach to the provision of safe nursing care. ***Indirect supervision is defined as the Preceptor being accessible to the undergraduate student nurse for guidance and support while providing delegated nursing care to children/persons/service users and supports family members.*** The undergraduate student nurse actively participates in the assessment, planning, delivery and evaluation of person-centred nursing, and is able to provide a rationale for their actions. It may be difficult for the student nurse to prioritise care in particular or complex situations.

In the Entry phase, at the end of each practice placement, nursing students have to achieve all domains and all indicators 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 nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

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

1.1 Demonstrates safe, person-centred care		*I (Yes ✓ = or No= X)	** Initials
a.	Carries out basic risk assessments with regard to the safety of the child or young person		
b.	Delivers safe and effective nursing care to children or young persons		
c.	Maintains safe hand hygiene, infection prevention and control and regulations governing the use in the care of the child or young person in the healthcare setting		
d.	Reflects on the application of ethical principles and professional guidance in relation to a safeguarding situation in this practice placement		
e.	Acts responsibly when responding to emergency situations		
f.	Acts responsibly in situations of risk to a child or young persons		

***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 nurse care		I (Yes = ✓ or No= X)	Initials
a.	Contributes to a positive environment of respect and inclusion towards all children or young persons encountered in this practice placement		
b.	Acts in a professional manner that is attentive, sensitive and non-discriminatory towards the child or young person, showing respect for diversity and individual preference		
c.	Assists the child or young person to enhance their physical, sensory, emotional wellbeing and comfort during nursing and healthcare interventions		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

1.3 Demonstrates responsible and professional practice		I (Yes = ✓ or No= X)	Initials
a.	Clarifies with Registered Nurse situations that are beyond the level of competence		
b.	Demonstrates professional responsibility through organising and completing delegated nursing interventions		
c.	Justifies reasons for decisions and for actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)		
d.	Documents and reports nursing interventions through a nurse to nurse handovers		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING COMPETENCES

Criteria related to delivering effective, person-centred nursing care under the **indirect 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.	Interviews a child or young person using a child and family-centred framework to elicit the child or young person's experience of altered health, ability or life stage needs		
b.	Uses a relevant child and family-centred framework to identify a child or young person's nursing and healthcare needs		
c.	Undertakes health assessments and develop physical examination skills to recognise the changing healthcare needs		
d.	Integrates knowledge of pathophysiology and pharmacotherapeutics into the assessment of a child or a young person		

2.2 Plans and prioritises person-centred nursing care		I (Yes = ✓ or No= X)	Initials
a.	Devises a child and family-centred nursing care plan, taking into account relevant observations, feedback from the child or young person, results of nursing and clinical assessments		
b.	Identifies with Registered Nurse the child or young person's actual and potential goals of care with reference to best practice		
c.	Presents a plan of care for a child or a young person with a rationale for interventions to the multidisciplinary team		
d.	Discusses with the child or young person concerned the plan of care and priorities, taking into account feedback from the child or young person		

2.3 Undertakes nursing interventions		I (Yes = ✓ or No= X)	Initials
a.	Adapts nursing interventions to changing healthcare needs and documents changes in the plan of care		
b.	Recognises, reports and escalates when a child or young person requires interventions beyond the student's competence		
c.	Empowers a child or young person to promote self-management of their condition and to facilitate their health, recovery or wellbeing		
d.	Enters information about the child or young person's nursing and healthcare accurately and concisely into documents and electronic records		
e.	Demonstrates respect for privacy and confidentiality in the safeguarding of personal and clinical data in written, verbal and electronic record keeping		
f.	Uses nursing interventions, medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal		
g.	Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines		

2.4 Evaluates person-centred nursing care		I (Yes = ✓ or No= X)	Initials
a.	Reviews with the Registered Nurse the child or young person's observations and clinical data to evaluate the child and family-centred plan of care		
b.	Assists the Registered Nurse to compile an entry to evaluate the person's progress towards meeting the goals specified in the child and family-centred care plan		
c.	Gathers additional data from multiple sources to analyse and evaluate priorities, goals and timeframes based on changes to the child or young person's condition or responses to care or treatment		
d.	Evaluates nursing interventions for one child or person's plan of care against evidence of best practice		

2.5 Utilises clinical judgement		I (Yes = ✓ or No= X)	Initials
a.	Recognises and acts responsibly to intervene and alert the Registered Nurse and members of the multidisciplinary team if a child or young person's health or condition is deteriorating		
b.	Justifies nursing actions to manage risks identified in the care of the person in the current practice setting		
c.	Participates with the clinical team in response to fundamental changes in a child or young person's health status		
d.	Demonstrates how to act in an emergency and to administer essential life-saving interventions		
e.	Identifies situations and processes for referral in response to fundamental changes in a child or young person's health status		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

Criteria related to the application of knowledge and understanding of the health continuum and of principles from health and life sciences underpinning practice under the **indirect 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 children or young persons in this practice placement		
b.	Discusses with the Registered Nurse vulnerabilities and co-morbidities commonly associated with a specific child or young person's health and nursing care in this practice placement		
c.	Safely and accurately carries out calculations for medication management, including intravenous infusions where appropriate		
d.	Sources information regarding an aspect of health policy relevant to this practice placement		
e.	Explores ethical dilemmas that may occur in this practice placement		
f.	Utilises health information technology and nursing informatics where available in nursing practice appropriate to this practice placement		

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

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

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

4.1 Communicates in a person-centred manner		I (Yes = ✓ or No= X)	Initials
a.	Uses a broad range of verbal and non-verbal strategies to communicate effectively and compassionately with the child or young person and family		
b.	Demonstrates the principles of cultural diversity, dignity and autonomy when communicating in a person-centred manner		
c.	Applies active listening skills and responses when communicating with a child or young person		
d.	Uses person-centred communication strategies and demonstrates respect for a child or young person's rights and choices		
e.	Provides emotional support to children or young persons and their family when undertaking nursing interventions and procedures		
f.	Discusses with the child or young person an aspect of their health or lifestyle that the child or young person would like to change		
g.	Ensures that a child or young person receives all the necessary information to make an informed choice regarding their healthcare		
h.	Uses appropriate skills and knowledge to teach/facilitate a child or young person or family member to self-manage an aspect of their health		

4.2 Communicates accurately with the healthcare team		I (Yes = ✓ or No= X)	Initials
a.	Communicates clearly and effectively with the members of the multidisciplinary team		
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes		
c.	Uses professional nursing terminology and accurately reports, records and documents clinical observations		
d.	Liaises with the members of the multidisciplinary team to ensure that the rights and wishes of the child or young person are represented		
e.	Discusses with the Registered Nurse the parameters for sharing of information in accordance with legal and professional requirements and in the interests of the protection of the public whilst respecting confidentiality and data privacy		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCES

Criteria related to the application of management and team working competence under the **indirect 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 together in a collaborative partnership with the child or young person, family and members of the multidisciplinary team		
b.	Collaborates effectively with other healthcare disciplines and other members of the nursing team to coordinate care provision		

5.2 Manages team, others and self safely		I (Yes = ✓ or No= X)	Initials
a.	Organises workload to complete delegated activities in a responsible and timely manner in accordance with local policies, procedures, protocols and guidelines (PPPGs)		
b.	Works with the members of the multidisciplinary team to foster a supportive clinical working environment to facilitate a culture of trust, openness, respect, kindness and safe standards of care		
c.	Demonstrates personal organisation and efficiency in care provision		
d.	Assesses priorities to manage personal actions and resources safely and effectively		

National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER

DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES

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

6.1 Develops leadership potential		I (Yes = ✓ or No= X)	Initials
a.	Works with the Registered Nurse to lead an activity or clinical intervention in this practice placement		
b.	Plans an activity that involves delegation, coordination and liaison with other members of the multidisciplinary team		
c.	Seeks, accepts and applies information to enhance self-awareness and personal competence through the constructive use of feedback, supervision and appraisal		
d.	Applies learning derived from reflection on an aspect of nursing practice or a critical incident in this practice placement		

6.2 Develops professional scholarship		I (Yes = ✓ or No= X)	Initials
a.	Identifies with the Preceptor/Associate Preceptor an activity or events to enhance continuing professional development		
b.	Identifies with Preceptor/Associate Preceptor the criteria used to determine when the situation requires to be shared with more experienced colleagues, senior managers or other members of the multidisciplinary team		
c.	Applies learning derived from supervision or preceptor feedback to enhance confidence and competence		

National Competence Assessment Document – ENTRY PHASE 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's 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.

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

RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

This image shows a single 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.

National Competence Assessment Document – ENTRY PHASE
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:	

Placement 3 Emergency Intermediate Phase Long Practice Placement (4 weeks or more)

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

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

National Competence Assessment Document – Intermediate Phase Practice Placement Details and Attendance Record

Name of practice placement						
Number of weeks in this practice placement						
Type of practice placement						
Name of the health service provider						
Phone number of placement						
Name of CNM						
Name of Preceptor						
Name of Associate Preceptor						
Name of CPC						
Attendance Record						
Week 1	Date:					
	Nursing student signature					
	Preceptor signature					
Week 2	Date:					
	Nursing student signature					
	Preceptor signature					
Week 3	Date:					
	Nursing student signature					
	Preceptor signature					
Week 4	Date:					
	Nursing student signature					
	Preceptor signature					
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					

National Competence Assessment Document – Intermediate Phase 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). For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...

**National Competence Assessment Document – Intermediate Phase
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 the practice placement learning outcomes)			
To be completed by the Preceptor/Associate Preceptor:			
Learning plan agreed with Preceptor/Associate Preceptor for the practice placement (in accordance with the practice placement learning outcomes)			
Orientation to the 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			

National Competence Assessment Document – Intermediate Phase
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 the practice placement learning outcomes)

To be completed by the Preceptor/Associate Preceptor:

Preceptor/Associate Preceptor's review of the 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

**Practice Placement Children's Nursing
INTERMEDIATE MEETING (LEARNING PLAN)**

Student Name:	Student Number:	
Placement:	Dates from: _____ to _____	
<ul style="list-style-type: none"> 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 '<i>When an Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.</i>' See Appendix 11 		
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 Inter Personal 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:

National Competence Assessment Document – Intermediate Phase 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*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:	

National Competence Assessment Document – Intermediate Phase
Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Intermediate Phase Level of Competence)

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

Signature		Date	
Signature		Date	
Signature		Date	
Signature		Date	

National Competence Assessment Document – Intermediate Phase: 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.

In the Intermediate phase, 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 Intermediate phase, at the end of the practice placement, nursing students have to achieve all domains and all indicators 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.

National Competence Assessment Document – Intermediate Phase: 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.		

National Competence Assessment Document – Intermediate Phase: 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		

National Competence Assessment Document – Intermediate Phase: 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.		

National Competence Assessment Document – Intermediate Phase: 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		

National Competence Assessment Document – Intermediate Phase: 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		

National Competence Assessment Document – Intermediate Phase: 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		

National Competence Assessment Document – ENTRY PHASE 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's 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 which were not achieved. Contact the CPC in line with local HEI policy and procedures**

RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

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.

National Competence Assessment Document – ENTRY PHASE
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:	

Practice Placement 3 PICU Short Practice Placement (3 weeks or less)

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

[illegible]

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National Competence Assessment Document – PICU Practice Placements

Practice Placement Details and Attendance Record

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

Attendance Record						
Week 1	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 2	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 3	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					

**National Competence Assessment Document – PICU Practice Placements
Self-Evaluation**

**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS
AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – PICU Practice Placements
Competence Assessment Interviews
PRACTICE PLACEMENT: PRELIMINARY INTERVIEW
(Must be completed within the first 2 days)

Name of Preceptor/Associate Preceptor/Supervisor			
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/Supervisor:			
Learning plan agreed with Preceptor/Associate Preceptor/Supervisor for practice placement (in accordance with the practice placement learning outcomes)			
Orientation to placement and Practice placement learning outcomes		Date:	
Nursing student signature		Date:	
Preceptor/Associate Preceptor/Supervisor signature		Date:	
Proposed date for final interview			

If the nursing student requires additional learning supports, these must be introduced in a timely manner, as per local HEI policy and procedures.

National Competence Assessment Document – PICU Practice Placements

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 the duration of the placement. 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*The nursing student, Preceptor/ CPC/ Link Academic Staff/ Supervisor must ensure that **Children, Persons, Service Users or Staff** are not identifiable 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/ Practitioner
Registered with NMBI/
Supervisor signature

Date:

National Competence Assessment Document – PICU Practice Placements
Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES

(Performing at Advanced Beginner at Participation and/or Identification)

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

Signature		Date	
Signature		Date	
Signature		Date	
Signature		Date	

National Competence Assessment Document – PICU Practice Placements

Six Domains of Competence

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

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

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

In PICU practice placements, the undergraduate nursing student is an advanced beginner and is assessed at participation and/ or identification in the provision of care in the practice environment. The undergraduate nursing student needs both the assistance and ***close supervision*** of the Registered Nurse/Practitioner Registered with NMBI/Supervisor while participating in the provision of person-centred nursing. ***Close supervision is defined as the presence or close proximity to the undergraduate nursing student while providing delegated nursing care to children/persons/service users and supports family members.*** Frequent prompting may be required to support the nursing student in the provision of person-centred nursing and in the identification of its underpinning evidence. The nursing student begins to identify learning needs through discussion with the Preceptor/Associate Preceptor/Supervisor.

At the end of PICU Practice Placements, nursing students have to achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.

Advanced Beginner

The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.

Participation

The nursing student becomes a participant rather than an observer with the support of the Preceptor/Supervisor where learning opportunities are identified in partnership.

Identification

The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.

National Competence Assessment Document – PICU Practice Placements Six Domains of Competence

(Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor)

PICU/Specialist Practice Placements: Advanced Beginner	Achieved	Not Achieved	Registered Nurse Signature
<p><u>Domain 1: Professional values and conduct of the nurse competence</u></p> <p>Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.</p>			
<p><u>Domain 2: Nursing practice and clinical decision making competence</u></p> <p>Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the child or young person and their primary carer.</p>			
<p><u>Domain 3: Knowledge and cognitive competence</u></p> <p>Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.</p>			
<p><u>Domain 4: Communication and interpersonal competence</u></p> <p>Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.</p>			

<p><u>Domain 5: Management and team competence</u></p> <p>Using management and team competencies in working for the child or young person's wellbeing, recovery, independence and safety through the recognition of the collaborative partnership between the child or young person, family and multidisciplinary healthcare team.</p>			
<p><u>Domain 6: Leadership potential and professional scholarship competence</u></p> <p>Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development.</p>			

National Competence Assessment Document – PICU Practice Placements 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/ Supervisor:

Preceptor/Associate Preceptor's/Supervisor 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/Associate Preceptor/ Supervisor* signature			
Practitioner Registered with NMBI signature			
Nursing student signature			
Date			

***Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor.**

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

National Competence Assessment Document – PICU Practice Placements
Competence Assessment Interviews
Domains that were not achieved by the Nursing Student in this Practice Placement

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

Practice Placement 4A Exit Phase Long Practice Placement (4 weeks or more)

**National Competence Assessment Document – Exit Phase
Signature Bank**

**PRECEPTORS/ ASSOCIATE PRECEPTORS/ REGISTERED NURSES
SIGNATURE SHEET**

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

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

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

National Competence Assessment Document – Exit Phase

Practice Placement Details and Attendance Record

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

Attendance Record						
Week 1	Date:					
	Nursing student signature					
	Preceptor signature					
Week 2	Date:					
	Nursing student signature					
	Preceptor signature					
Week 3	Date:					
	Nursing student signature					
	Preceptor signature					
Week 4	Date:					
	Nursing student signature					
	Preceptor signature					
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					

National Competence Assessment Document – Exit Phase 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). For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – EXIT PHASE
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			

National Competence Assessment Document – EXIT PHASE
Competence Assessment Interviews
PRACTICE PLACEMENT: MID INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor:

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

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

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

**Practice Placement Children's Nursing
INTERMEDIATE MEETING (LEARNING PLAN)**

Student Name:	Student Number:
Placement:	Dates from: _____ to _____
<ul style="list-style-type: none"> 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 '<i>When an Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.</i>' See Appendix 11 	
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 Inter Personal 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 – EXIT PHASE 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*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:

National Competence Assessment Document – EXIT PHASE
Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES

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	

National Competence Assessment Document – EXIT PHASE

Six Domains of Competence

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

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

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

At Exit Phase, the undergraduate nursing student will be expected to competently apply a systematic approach to the provision of person-centred practice to an allocation of children/ service users/ persons 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 supporting family members. The undergraduate nursing student accepts responsibility for the provision of delegated care and recognises when the guidance and support of the preceptor and Registered Nurse is required and seeks such assistance in a timely manner.***

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

In exit phase, at the end of each practice placement, nursing students have to achieve all domains and all indicators 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.

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

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

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 or young people and protection of the public through delivery of safe, ethical and competent family-centred care			
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in the delivery of family-centred care			
c.	Adheres to the principles of hand hygiene, infection prevention and control, and regulations governing these for the care of the child or young person in this practice placement			
d.	Acts professionally with due regard to regulatory requirements			
e.	Challenge and report practice that could compromise a child or young person's safety, dignity or privacy			

***I** – Internalisation: The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.

**** D** – Dissemination: The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action 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 or young 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 children or young persons to enhance their physical, sensory and emotional wellbeing 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.	Provides a rationale for decisions and actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)			
d.	Seeks opportunities to undertake and enhance competence			

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION- MAKING COMPETENCES

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

2.1 Assesses the person's nursing and health needs		I (Yes = ✓ or No= X)	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 child or young person's nursing needs			
d.	Integrates knowledge of pathophysiology and pharmacotherapeutics into the assessment of a 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.	Devise a person-centred care plan, taking into account relevant observations, feedback from the child or young 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 child or young person's health status			
c.	Prioritises and provides a rationale for the child or young person's immediate and long-term nursing needs while taking into account the child or young person's holistic needs			
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 a child or young person requires interventions beyond the student's competence			
c.	Empowers a child or young person to promote self-management of their condition and to facilitate their health and wellbeing			
d.	Supports the child or young 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 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 young person and multidisciplinary team to evaluate and adjust the person centred care plan			
b.	Gathers additional data to analyse and evaluate a child or young 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 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			

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

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

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

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			

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCES

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

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

National Competence Assessment Document – EXIT PHASE: 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 child or young person's wellbeing, recovery or optimal functioning through a collaborative partnership with the person, family and multidisciplinary team			
b.	Collaborates effectively with nursing colleagues and multidisciplinary team to coordinate the child and young 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 in accordance with local policies, procedures, protocols and guidelines (PPPGs)			
b.	Assesses priorities to manage the organisation of nursing interventions and resources safely and effectively			
c.	Assesses risk to a child and young person's safety, security and wellbeing and uses information to develop a safety plan			
d.	Contributes to the learning experiences of other students through support, supervision and facilitates learning			
e.	Participates in an audit /quality improvement activity in this practice placement			

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-directed learning and critical reasoning in decision making			
b.	Learns from experience to adapt nursing interventions and to update competence			

**National Competence Assessment Document – EXIT PHASE
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 which were not achieved. Contact the CPC in line with local HEI policy and procedures.**

RECORD OF STUDENT-PRECEPTOR MEETINGS ADDITIONAL PAGE

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

[illegible]

National Competence Assessment Document – EXIT PHASE
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:	

Practice Placement 4B Exit Phase Long Practice Placement (4 weeks or more)

**National Competence Assessment Document – Exit Phase
Signature Bank**

**PRECEPTORS/ ASSOCIATE PRECEPTORS/ REGISTERED NURSES
SIGNATURE SHEET**

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

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

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

National Competence Assessment Document – Exit Phase

Practice Placement Details and Attendance Record

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

Attendance Record						
Week 1	Date:					
	Nursing student signature					
	Preceptor signature					
Week 2	Date:					
	Nursing student signature					
	Preceptor signature					
Week 3	Date:					
	Nursing student signature					
	Preceptor signature					
Week 4	Date:					
	Nursing student signature					
	Preceptor signature					
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					

National Competence Assessment Document – Exit Phase 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). For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – EXIT PHASE

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			

National Competence Assessment Document – EXIT PHASE Competence Assessment Interviews

PRACTICE PLACEMENT: MID INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor:

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

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

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

**Practice Placement Children's Nursing
INTERMEDIATE MEETING (LEARNING PLAN)**

Student Name:	Student Number:
Placement:	Dates from: _____ to _____
<ul style="list-style-type: none"> 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 '<i>When an Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.</i>' (see Appendix 11) 	
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 Inter Personal 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 – EXIT PHASE

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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*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:

National Competence Assessment Document – EXIT PHASE

Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES

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

National Competence Assessment Document – EXIT PHASE

Six Domains of Competence

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

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

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

At Exit Phase, the undergraduate nursing student will be expected to competently apply a systematic approach to the provision of person-centred practice to an allocation of children/ service users/ persons 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 supporting family members. The undergraduate nursing student accepts responsibility for the provision of delegated care and recognises when the guidance and support of the preceptor and Registered Nurse is required and seeks such assistance in a timely manner.*

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

In exit phase, at the end of each practice placement, nursing students have to achieve all domains and all indicators 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.

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

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

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 or young people and protection of the public through delivery of safe, ethical and competent family-centred care			
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in the delivery of family-centred care			
c.	Adheres to the principles of hand hygiene, infection prevention and control, and regulations governing these for the care of the child or young person in this practice placement			
d.	Acts professionally with due regard to regulatory requirements			
e.	Challenge and report practice that could compromise a child or young person's safety, dignity or privacy			

***I** – Internalisation: The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.

**** D** – Dissemination: The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action 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 or young 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 children or young persons to enhance their physical, sensory and emotional wellbeing 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.	Provides a rationale for decisions and actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)			
d.	Seeks opportunities to undertake and enhance competence			

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION- MAKING COMPETENCES

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

2.1 Assesses the person's nursing and health needs		I (Yes = ✓ or No= X)	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 child or young person's nursing needs			
d.	Integrates knowledge of pathophysiology and pharmacotherapeutics into the assessment of a 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.	Devise a person-centred care plan, taking into account relevant observations, feedback from the child or young 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 child or young person's health status			
c.	Prioritises and provides a rationale for the child or young person's immediate and long-term nursing needs while taking into account the child or young person's holistic needs			
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 a child or young person requires interventions beyond the student's competence			
c.	Empowers a child or young person to promote self-management of their condition and to facilitate their health and wellbeing			
d.	Supports the child or young 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 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 young person and multidisciplinary team to evaluate and adjust the person centred care plan			
b.	Gathers additional data to analyse and evaluate a child or young 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 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			

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

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

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

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			

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCES

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

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

National Competence Assessment Document – EXIT PHASE: 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 child or young person's wellbeing, recovery or optimal functioning through a collaborative partnership with the person, family and multidisciplinary team			
b.	Collaborates effectively with nursing colleagues and multidisciplinary team to coordinate the child and young 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 in accordance with local policies, procedures, protocols and guidelines (PPPGs)			
b.	Assesses priorities to manage the organisation of nursing interventions and resources safely and effectively			
c.	Assesses risk to a child and young person's safety, security and wellbeing and uses information to develop a safety plan			
d.	Contributes to the learning experiences of other students through support, supervision and facilitates learning			
e.	Participates in an audit /quality improvement activity in this practice placement			

National Competence Assessment Document – EXIT PHASE: 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-directed learning and critical reasoning in decision making			
b.	Learns from experience to adapt nursing interventions and to update competence			

**National Competence Assessment Document – EXIT PHASE
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 which were not achieved. Contact the CPC in line with local HEI policy and procedures.**

RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

This image shows a single 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.

National Competence Assessment Document – EXIT PHASE
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:	

Practice Placement 4C Exit Phase Long Practice Placement (4 weeks or more)

National Competence Assessment Document – Exit Phase
Signature Bank
PRECEPTORS/ ASSOCIATE PRECEPTORS/ REGISTERED NURSES
SIGNATURE SHEET

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

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

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

National Competence Assessment Document – Exit Phase
Practice Placement Details and Attendance Record

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

Attendance Record						
Week 1	Date:					
	Nursing student signature					
	Preceptor signature					
Week 2	Date:					
	Nursing student signature					
	Preceptor signature					
Week 3	Date:					
	Nursing student signature					
	Preceptor signature					
Week 4	Date:					
	Nursing student signature					
	Preceptor signature					
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					

National Competence Assessment Document – Exit Phase 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). For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – EXIT PHASE
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			

National Competence Assessment Document – EXIT PHASE Competence Assessment Interviews

PRACTICE PLACEMENT: MID INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor:

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

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

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

**Practice Placement Children's Nursing
INTERMEDIATE MEETING (LEARNING PLAN)**

Student Name:	Student Number:	
Placement:	Dates from: _____ to _____	
<ul style="list-style-type: none"> 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 '<i>When an Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.</i>' (See appendix 11) 		
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 Inter Personal 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 – EXIT PHASE

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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*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:

National Competence Assessment Document – EXIT PHASE

Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES

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

National Competence Assessment Document – EXIT PHASE

Six Domains of Competence

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

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

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

At Exit Phase, the undergraduate nursing student will be expected to competently apply a systematic approach to the provision of person-centred practice to an allocation of children/ service users/ persons 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 supporting family members. The undergraduate nursing student accepts responsibility for the provision of delegated care and recognises when the guidance and support of the preceptor and Registered Nurse is required and seeks such assistance in a timely manner.***

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

In exit phase, at the end of each practice placement, nursing students have to achieve all domains and all indicators 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.

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

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

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 or young people and protection of the public through delivery of safe, ethical and competent family-centred care			
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in the delivery of family-centred care			
c.	Adheres to the principles of hand hygiene, infection prevention and control, and regulations governing these for the care of the child or young person in this practice placement			
d.	Acts professionally with due regard to regulatory requirements			
e.	Challenge and report practice that could compromise a child or young person's safety, dignity or privacy			

***I** – Internalisation: The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.

**** D** – Dissemination: The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action 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 or young 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 children or young persons to enhance their physical, sensory and emotional wellbeing 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.	Provides a rationale for decisions and actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)			
d.	Seeks opportunities to undertake and enhance competence			

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION- MAKING COMPETENCES

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

2.1 Assesses the person's nursing and health needs		I (Yes = ✓ or No= X)	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 child or young person's nursing needs			
d.	Integrates knowledge of pathophysiology and pharmacotherapeutics into the assessment of a 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.	Devise a person-centred care plan, taking into account relevant observations, feedback from the child or young 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 child or young person's health status			
c.	Prioritises and provides a rationale for the child or young person's immediate and long-term nursing needs while taking into account the child or young person's holistic needs			
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 a child or young person requires interventions beyond the student's competence			
c.	Empowers a child or young person to promote self-management of their condition and to facilitate their health and wellbeing			
d.	Supports the child or young 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 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 young person and multidisciplinary team to evaluate and adjust the person centred care plan			
b.	Gathers additional data to analyse and evaluate a child or young 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 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			

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

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

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

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			

National Competence Assessment Document – EXIT PHASE: COMPETENT

DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCES

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

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

National Competence Assessment Document – EXIT PHASE: 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 child or young person's wellbeing, recovery or optimal functioning through a collaborative partnership with the person, family and multidisciplinary team			
b.	Collaborates effectively with nursing colleagues and multidisciplinary team to coordinate the child and young 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 in accordance with local policies, procedures, protocols and guidelines (PPPGs)			
b.	Assesses priorities to manage the organisation of nursing interventions and resources safely and effectively			
c.	Assesses risk to a child and young person's safety, security and wellbeing and uses information to develop a safety plan			
d.	Contributes to the learning experiences of other students through support, supervision and facilitates learning			
e.	Participates in an audit /quality improvement activity in this practice placement			

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-directed learning and critical reasoning in decision making			
b.	Learns from experience to adapt nursing interventions and to update competence			

National Competence Assessment Document – EXIT PHASE 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 which were not achieved. Contact the CPC in line with local HEI policy and procedures**

RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

This image shows a single 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.

National Competence Assessment Document – EXIT PHASE
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:	

Practice Placement 4D Exit Phase Dissemination Placement (4 weeks or more)

National Competence Assessment Document –DISSEMINATION
EXIT PHASE PLACEMENT
Signature Bank
PRECEPTORS/ ASSOCIATE PRECEPTORS/
REGISTERED NURSES SIGNATURE SHEET

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

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

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

**National Competence Assessment Document –DISSEMINATION EXIT PHASE PLACEMENT
Practice Placement Details and Attendance Record**

PRACTICE PLACEMENT

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	

Attendance Record						
Week 1	Date:					
	Nursing student signature					
	Preceptor signature					
Week 2	Date:					
	Nursing student signature					
	Preceptor signature					
Week 3	Date:					
	Nursing student signature					
	Preceptor signature					
Week 4	Date:					
	Nursing student signature					
	Preceptor signature					
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document –
DISSEMINATION EXIT PHASE PLACEMENT
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). For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

**National Competence Assessment Document –DISSEMINATION
EXIT PHASE PLACEMENT**

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			

National Competence Assessment Document –DISSEMINATION EXIT PHASE PLACEMENT

Competence Assessment Interviews

PRACTICE PLACEMENT: MID INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor:

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

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

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

**Practice Placement Children's Nursing
INTERMEDIATE MEETING (LEARNING PLAN)**

Student Name:		Student Number:	
Placement:		Dates from: ____ to ____	
	<ul style="list-style-type: none"> • 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 '<i>When an Student is Having Significant Difficulties in Meeting Standards during a Clinical Placement.</i>' (See appendix 11) 		
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 Inter Personal 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:	

**National Competence Assessment Document –
DISSEMINATION EXIT PHASE PLACEMENT
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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*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:

**National Competence Assessment Document –DISSEMINATION
EXIT PHASE PLACEMENT**

Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES

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	

National Competence Assessment Document –DISSEMINATION EXIT PHASE PLACEMENT Six Domains of Competence

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

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

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

At Dissemination Exit Phase, the undergraduate nursing student will be expected to competently apply a systematic approach to the provision of person-centred practice to an allocation of children/service users/persons 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 Dissemination Exit Phase Placement(s), nursing students must achieve all domains and all indicators at dissemination level 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.

Dissemination
The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others.

National Competence Assessment Document –DISSEMINATION EXIT PHASE

PLACEMENT: COMPETENT

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

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

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

* **D** – Dissemination: The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action 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		D (Yes = ✓ or No= X)	Initials
a.	Consistently supports the child or young 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 children or young persons to enhance their physical, sensory and emotional wellbeing during person-centred care		

1.3 Demonstrates responsible and professional practice		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.	Provides a rationale for decisions and actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)		
d.	Seeks opportunities to undertake and enhance competence		

National Competence Assessment Document –DISSEMINATION EXIT PHASE
PLACEMENT: COMPETENT

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING COMPETENCES

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

2.1 Assesses the person's nursing and health needs		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 child or young person's nursing needs.		
d.	Integrates knowledge of pathophysiology and pharmacotherapeutics into the assessment of a child or young person		

2.2 Plans and prioritises person-centred nursing care		D (Yes = ✓ or No= X)	Initials
a.	Devises a person centred care plan, taking into account relevant observations, feedback from the child or young 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 child or young person's health status		
c.	Prioritises and provides a rationale for the person's immediate and long-term nursing needs while taking into account the child or young person's holistic needs		
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		D (Yes = ✓ or No= X)	Initials
a.	Adapts nursing interventions to a child or young person's changing healthcare needs and document changes in the plan of care		
b.	Recognises and reports when a child or young person requires interventions beyond the student's competence		
c.	Empowers a child or a young person to promote self-management of their condition and to facilitate their health and well-being		
d.	Supports the child or 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 child or a young person with a life-limiting condition and family to adapt to the transition to palliative care		

2.4 Evaluates person-centred nursing care		D (Yes = ✓ or No= X)	Initials
a.	Collates a range of nursing observations, clinical data and feedback from the child or young person and multidisciplinary team to evaluate and adjust the person centred care plan		
b.	Gathers additional data to analyse and evaluate person-centred priorities, goals and timeframes based on the changes to the child or young 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		*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 –DISSEMINATION EXIT PHASE PLACEMENT: COMPETENT

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

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

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

3.2 Uses critical thinking and reflection to inform practice		*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		

National Competence Assessment Document –DISSEMINATION EXIT PHASE
PLACEMENT: COMPETENT

DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

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

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

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

National Competence Assessment Document –DISSEMINATION EXIT PHASE
PLACEMENT: COMPETENT

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCES

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

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

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

National Competence Assessment Document –DISSEMINATION EXIT PHASE
PLACEMENT: 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		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		D (Yes = ✓ or No= X)	Initials
a.	Demonstrates professional scholarship through self-directed learning and critical reasoning in decision making		
b.	Learns from experience to adapt nursing interventions and to update competence		

**National Competence Assessment Document –DISSEMINATION
EXIT PHASE PLACEMENT**

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 which were not achieved. Contact the CPC in line with local HEI policy and procedures**

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

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National Competence Assessment Document –DISSEMINATION EXIT PHASE PLACEMENT

Competence Assessment Interviews

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

NCAD Entry Phase Short Practice Placement (3 weeks or less)

National Competence Assessment Document –ENTRY LEVEL

Signature Bank

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

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

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

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

National Competence Assessment Document – ENTRY LEVEL
Practice Placement Details and Attendance Record

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

Attendance Record						
Week 1	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 2	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					
Week 3	Date					
	Nursing student signature					
	Preceptor/Supervisor signature					

National Competence Assessment Document – ENTRY LEVEL
Self-Evaluation
PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS
AND EXPECTATIONS

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – ENTRY LEVEL
Competence Assessment Interviews
PRACTICE PLACEMENT: PRELIMINARY INTERVIEW
(Must be completed within the first 2 days)

Name of Preceptor/Associate Preceptor/Supervisor			
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/ Supervisor:			
Learning plan agreed with Preceptor/Associate Preceptor/Supervisor for practice placement (in accordance with the practice placement learning outcomes)			
Orientation to placement and Practice placement learning outcomes		Date:	
Nursing student signature		Date:	
Preceptor/Associate Preceptor/ Supervisor signature		Date:	
Proposed date for final interview			

If the nursing student requires additional learning supports, these must be introduced in a timely manner, as per local HEI policy and procedures.

National Competence Assessment Document – ENTRY LEVEL

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 the duration of the placement. 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*The Nursing Student, Preceptor/ CPC/ Link Academic Staff/ Supervisor must ensure that **Children, Persons, Service Users or Staff are not identifiable 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/ Practitioner
Registered with NMBI /
Supervisor signature

Date:

National Competence Assessment Document – ENTRY LEVEL

Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES **(Performing at Entry Level of Competence)**

Preceptor/Associate Preceptor/Supervisor 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	

National Competence Assessment Document – ENTRY LEVEL

Six Domains of Competence

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

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

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

In the Entry phase, the nursing student is an advanced beginner under the ***indirect supervision*** of the Registered Nurse/Practitioner Registered with NMBI/ Supervisor. The nursing student can identify the needs of people and family in practice, and begin to adopt a problem-solving approach to the provision of safe nursing care. ***Indirect supervision is defined as the Preceptor being accessible to the undergraduate nursing student for guidance and support while providing delegated nursing care to children/persons/service users and supports family members.*** The undergraduate nursing student actively participates in the assessment, planning, delivery and evaluation of person-centred nursing, and is able to provide a rationale for their actions. It may be difficult for the nursing student to prioritise care in particular or complex situations.

At the end of entry level and each practice placement, nursing students have to achieve all domains and all indicators at identification level in line with HEI's local policy and procedure.

Advanced Beginner

The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.

Identification

The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.

NMBI National Competence Assessment Document – ENTRY LEVEL: Six Domains of Competence

(Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor)

Entry Level: Advanced Beginner	Achieved	Not Achieved	Registered Nurse Signature
<p><u>Domain 1: Professional values and conduct of the nurse competence</u></p> <p>Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.</p>			
<p><u>Domain 2: Nursing practice and clinical decision making competence</u></p> <p>Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the child or young person and their primary carer.</p>			
<p><u>Domain 3: Knowledge and cognitive competence</u></p> <p>Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.</p>			
<p><u>Domain 4: Communication and interpersonal competence</u></p> <p>Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.</p>			

<p><u>Domain 5: Management and team competence</u></p> <p>Using management and team competences in working for the child or young person's wellbeing, recovery, independence and safety through the recognition of the collaborative partnership between the child or young person, family and multidisciplinary healthcare team.</p>			
<p><u>Domain 6: Leadership potential and professional scholarship competence</u></p> <p>Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skill and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development.</p>			

National Competence Assessment Document – ENTRY LEVEL
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/ Supervisor*:

Preceptor/ Associate Preceptor/ Supervisor 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/Associate Preceptor/ Supervisor* signature			
Practitioner Registered with NMBI Signature			
Nursing student signature			
Date			

***Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor.**

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

National Competence Assessment Document – ENTRY LEVEL
RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

This image shows a single 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.

National Competence Assessment Document –DISSEMINATION EXIT PHASE PLACEMENT
Competence Assessment Interviews
Domains that were not achieved by the Nursing Student in this Practice
Placement

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

NCAD Intermediate Phase Short Practice Placement (3 weeks or less)

**National Competence Assessment Document – Intermediate Phase
Signature Bank**

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

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

Name of Preceptor/Associate Preceptor/ Registered Nurse/ Practitioner Registered with NMBI/ Supervisors (PRINT NAME)	Signature	Initials	Practice Placement Area

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

National Competence Assessment Document – INTERMEDIATE PHASE
Practice Placement Details and Attendance Record

PRACTICE PLACEMENT

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/ Supervisor	
Name of Associate Preceptor/ Supervisor	
Name of CPC	

Attendance Record						
Week 1	Date					
	Nursing student signature					
	Preceptor/ Supervisor signature					
Week 2	Date					
	Nursing student signature					
	Preceptor/ Supervisor signature					
Week 3	Date					
	Nursing student signature					
	Preceptor/ Supervisor signature					

National Competence Assessment Document – INTERMEDIATE PHASE Self-Evaluation

PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS AND EXPECTATIONS

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/ Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – INTERMEDIATE PHASE
Competence Assessment Interviews

PRACTICE PLACEMENT: PRELIMINARY INTERVIEW
(Must be completed within the first 2 days)

Name of Preceptor/Associate Preceptor/ Supervisor			
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/ Supervisor: Learning plan agreed with Preceptor/Associate Preceptor/ Supervisor for practice placement (in accordance with the practice placement learning outcomes)			
Orientation to placement and practice placement learning outcomes		Date:	
Nursing student signature		Date:	
Preceptor/Associate Preceptor/ Supervisor signature		Date:	
Proposed date for final interview			

If the nursing student requires additional learning supports, these must be introduced in a timely manner, as per local HEI policy and procedures.

National Competence Assessment Document – INTERMEDIATE PHASE

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 the duration of the placement. 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*The nursing student, Preceptor/CPC/Link Academic Staff/ Supervisor must ensure that **Children, Persons, Service Users or Staff are not identifiable 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/
Practitioner Registered with
NMBI/ Supervisor signature

Date:

National Competence Assessment Document – INTERMEDIATE PHASE

Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES **(Performing at Intermediate Level of Competence)**

Preceptor/Associate Preceptor/ Supervisor 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	

National Competence Assessment Document – INTERMEDIATE PHASE

Six Domains of Competence

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

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

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

In the intermediate phase, the undergraduate nursing student will be expected to competently apply a systematic approach to the provision of person-centred practice to an allocation of children/service users/persons 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 supporting family members. The undergraduate nursing student accepts responsibility for the provision of delegated care and recognises when the nursing student requires the guidance and support of the Preceptor/ Registered Nurse/ Practitioner Registered with NMBI/ Supervisor 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.

At the end of the Intermediate phase practice placement, nursing students have to achieve all domains and all indicators at Identification level in line with local HEI's 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.

National Competence Assessment Document – INTERMEDIATE PHASE: Six Domains of Competence

(Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor)

INTERMEDIATE LEVEL: ADVANCED BEGINNER	Achieved	Not Achieved	Registered Nurse Signature
<p><u>Domain 1: Professional values and conduct of the nurse competence</u></p> <p>Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.</p>			
<p><u>Domain 2: Nursing practice and clinical decision-making competence</u></p> <p>Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the child or young person and their family</p>			
<p><u>Domain 3: Knowledge and cognitive competence</u></p> <p>Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.</p>			
<p><u>Domain 4: Communication and interpersonal competence</u></p> <p>Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.</p>			

<p><u>Domain 5: Management and team competence</u></p> <p>Using management and team competences in working for the child or young person's wellbeing, recovery, independence and safety through the recognition of the collaborative partnership between the child or young person, family and multidisciplinary healthcare team.</p>			
<p><u>Domain 6: Leadership potential and professional scholarship competence</u></p> <p>Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skill and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development.</p>			

National Competence Assessment Document – INTERMEDIATE PHASE 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/ Supervisor:

Preceptor/Associate Preceptor/ Supervisor 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/Associate Preceptor / Supervisor* signature			
Practitioner Registered with NMBI signature			
Nursing student signature			
Date			

***Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor.**

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

RECORD OF STUDENT-PRECEPTOR MEETINGS
ADDITIONAL PAGE

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

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.

National Competence Assessment Document – INTERMEDIATE PHASE
Competence Assessment Interviews

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

Preceptor/ Supervisor signature		Date:	
Nursing Student signature		Date:	
CPC/ HEI signature		Date:	

NCAD Exit Phase Short Practice Placement (3 weeks or less)

**National Competence Assessment Document – EXIT PHASE
Signature Bank**

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

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

Name of Preceptor/Associate Preceptor/ Registered Nurse/ Practitioner Registered with NMBI/ Supervisor (PRINT NAME)	Signature	Initials	Practice Placement Area

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

National Competence Assessment Document – EXIT PHASE

Practice Placement Details and Attendance Record

PRACTICE PLACEMENT

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/ Supervisor	
Name of Associate Preceptor/ Supervisor	
Name of CPC	

Attendance Record						
Week 1	Date					
	Nursing student signature					
	Preceptor/ Supervisor signature					
Week 2	Date					
	Nursing student signature					
	Preceptor/ Supervisor signature					
Week 3	Date					
	Nursing student signature					
	Preceptor/ Supervisor signature					

National Competence Assessment Document – EXIT PHASE

Self-Evaluation

PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS AND EXPECTATIONS

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/ Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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

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

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

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

National Competence Assessment Document – EXIT PHASE

Competence Assessment Interviews

PRACTICE PLACEMENT: PRELIMINARY INTERVIEW

(Must be completed within the first 2 days)

Name of Preceptor/Associate Preceptor/ Supervisor			
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/ Supervisor: Learning plan agreed with Preceptor/Associate Preceptor/ Supervisor for practice placement (in accordance with the practice placement learning outcomes)			
Orientation to placement and practice placement learning outcomes		Date:	
Nursing student signature		Date:	
Preceptor/Associate Preceptor/ Supervisor signature		Date:	
Proposed date for final interview			

If the nursing student requires additional learning supports, these must be introduced in a timely manner, as per local HEI policy and procedures.

National Competence Assessment Document – EXIT PHASE 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 the duration of the placement. 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

*The nursing student, Preceptor/ CPC/ Link Academic Staff/ Supervisor must ensure that **Children, Persons, Service Users or Staff are not identifiable 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/
Practitioner Registered with
NMBI/ Supervisor signature

Date:

National Competence Assessment Document – EXIT PHASE
Competence Assessment Interviews

PRACTICE PLACEMENT: PROGRESS NOTES

Preceptor/ Associate Preceptor/ Supervisor 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	

National Competence Assessment Document – EXIT PHASE

Six Domains of Competence

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

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

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

At exit phase, the undergraduate nursing student will be expected to competently apply a systematic approach to the provision of person-centred practice to an allocation of children/service users/persons under the ***distant supervision*** of a Registered Nurse/ Practitioner Registered with NMBI/ Supervisor. ***Distant supervision is defined as the undergraduate nursing student providing safe and effective delegated nursing care to children/service users/persons and supporting family members. The undergraduate nursing student accepts responsibility for the provision of delegated care and recognises when the nursing student requires the guidance and support of the Preceptor/ Registered Nurse/ Practitioner Registered with NMBI/ Supervisor 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 exit phase, at the end of each practice placement, nursing students have to achieve all domains and all indicators at Internalisation and/or dissemination level in line with HEI's local 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.

National Competence Assessment Document – EXIT PHASE: Six Domains of Competence
(Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor)

EXIT PHASE: COMPETENT	Achieved	Not Achieved	Registered Nurse Signature
<u>Domain 1: Professional values and conduct of the nurse competence</u> Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.			
<u>Domain 2: Nursing practice and clinical decision-making competence</u> Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the child or young person and their family			
<u>Domain 3: Knowledge and cognitive competence</u> Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.			
<u>Domain 4: Communication and interpersonal competence</u> Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.			
<u>Domain 5: Management and team competence</u> Using management and team competences in working for the child or young person's wellbeing, recovery, independence and safety through the recognition of the collaborative partnership between the child or young person, family and multidisciplinary healthcare team.			

Domain 6: Leadership potential and professional scholarship competence

Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skill and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development.

National Competence Assessment Document – EXIT PHASE

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/ Supervisor:

Preceptor/Associate Preceptor/ Supervisor 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/Associate Preceptor / Supervisor* signature			
Practitioner Registered with NMBI signature			
Nursing student signature			
Date			

***Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor.**

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

RECORD OF STUDENT-PRECEPTOR MEETINGS ADDITIONAL PAGE

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

[illegible]

National Competence Assessment Document – EXIT PHASE

Competence Assessment Interviews

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

Preceptor/ Supervisor signature		Date:	
Nursing Student signature		Date:	
CPC/ HEI signature		Date:	

APPENDICES

- i. Protocol on the Presentation of Undergraduate Clinical Modules to UCD Personal Tutors**
- ii. This Protocol Pertains to the Following Events: When a student is having Significant Difficulties in Meeting Performance Indicators During A Practice Placement or When a Student is Unsuccessful in their Clinical Assessment**
- iii. Staff guidelines for responding to clinical or academic issues raised by UCD BSc or Higher Diploma Nursing and Midwifery Student(s)**
- iv. Undergraduate Students: Overview of Supports and Policies for Managing Student Health and Wellbeing.**
- v. Final Learning Plan**



Appendix I

Higher Diploma in Nursing (Children's Nursing) 2023-2024: Protocol on the Presentation of Undergraduate Clinical Modules to UCD Personal Tutors

All students undertaking undergraduate nursing programmes are required to present National Clinical Assessment Document (NCAD) 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 in the NCAD signed within 2 weeks of completing their practice placement. In each of the three semesters, students will be advised of the dates for presentation of NCADs. 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)	NCAD performance indicators have been achieved. A Pass (P) grade is awarded. The student is required to complete outstanding clinical time at the end of the programme.
FAIL (F)	NCAD performance indicators have not been achieved during the entire clinical placement period. A Fail Grade is awarded.
INCOMPLETE ASSESSMENT (IM)	NCAD 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 'IM' grade is awarded as the student has not satisfactorily completed a 'must pass' component of assessment and an in-module repeat for that component was not available. The incomplete (IM) will only become a pass (P) once the overall performance indicators have been achieved. The student cannot progress to registration until they complete all outstanding clinical time.
EXTENUATING CIRCUMSTANCES (IX)	NCAD performance indicators have not been achieved and time is outstanding due to extenuating circumstances. An 'Incomplete with Extenuating' (IX) grade is awarded based on a recommendation from the Extenuating Circumstances Committee.
No Grade (NM) or Absent (ABS)	NM – No grade – work submitted did not merit a grade. ABS – No work submitted by the student, or the student was absent from assessment. Failure to attend and/or present a completed NCAD assessment to the UCD personal tutor, with no evidence of extenuating circumstances, will result in an NM or ABS outcome which is treated the same 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 to the UCD personal tutor is **compulsory** and failure to attend during the designated timeframe will normally result in an NM or ABS 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 UCD extenuating circumstances policy. Completed 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. Where extenuating circumstances apply, students will be treated on an individual basis in consultation with UCD and the clinical partner site.

Programme Requirements for Progression

All students must complete their outstanding clinical time before being considered to have completed the programme. Failure to do so may result in a delay in registration with Nursing and Midwifery Board of Ireland.

Approved By

Approved Director of Clinical Studies

October 2019

Approved Chair of Programme Board

October 2019



Appendix II

HIGHER DIPLOMA IN NURSING (CHILDREN'S NURSING)

THIS PROTOCOL PERTAINS TO THE FOLLOWING EVENTS: WHEN A STUDENT IS HAVING SIGNIFICANT DIFFICULTIES IN MEETING PERFORMANCE INDICATORS DURING A PRACTICE PLACEMENT OR WHEN A STUDENT IS UNSUCCESSFUL IN THEIR CLINICAL ASSESSMENT

The UCD School of Nursing, Midwifery, and Health Systems and our Healthcare Providers are committed to supporting students as they progress through their Higher Diploma in Nursing (Children's Nursing) (Post Registration Children's Nursing) practice placements, which prepare them to become registered Children's nurses.

This protocol will be enacted when a student has significant difficulties in meeting performance indicators during a practice placement and outlines the events that should follow when a student is unsuccessful in meeting the required performance indicators and competencies in the final assessment of the National Clinical Assessment Document (NCAD). This protocol is implemented in the context of the programme derogation on progression, which all students, preceptors, Post Registration Course Co-Ordinator (PRCC) and personal tutors should be familiar with¹

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

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

General note:

Students on the Higher Diploma in Nursing (Children's Nursing) programme are 'employees'; the student should also refer to the CHI/HR/HSE policies and guidelines.

Programme Progression Requirements

- Students enrolled in the Higher Diploma in Nursing (Children's Nursing) will be evaluated through NCAD assessments at entry phase (1A), Intermediate Phase (1B), and Exit Phase (4A & 4B) during their practice placements. To advance in the program, students must pass the Entry Phase NCAD assessments (1A) and Intermediate Phase (1B) before proceeding to the Exit Phase (4A & 4B) clinical assessment. To complete the program, students must pass all clinical components 1A entry phase 1B .
- Students must complete their outstanding clinical time before being considered to have completed the programme. This may require the completion of clinical placements 4C +/- 4D which are considered part of the Exit Phase. If a student subsequently fails during Exit phase (4C or 4D), this will be entered into the Exit Phase exam board.

- Students undertaking the Higher Diploma in Nursing (Children's Nursing) are entitled to one repeat attempt at each practice placement. If unsuccessful, students will be ineligible to continue in the nursing programme.
- Students on all placements who require a second repeat attempt may apply to the SNMHS Governing Board. This subsequent attempt will be at the Governing Board's discretion and with the support of the Director of Nursing at the HCP
This protocol reflects these pathways for progression.

Step 1- Intermediate Meeting and 'Intermediate Learning Plan'.

- If the student is having significant difficulties in achieving the NCAD standards, it is vital that these difficulties are identified as early as possible to allow time for improvement within that practice placement period.
- If significant difficulties in meeting performance indicators are identified, they should be formally addressed in the intermediate meeting. The preceptor will prepare a plan to support the student to addressing the competencies that require improvement during the remaining weeks of that placement. If difficulties in achieving performance indicators occur after this intermediate meeting, an additional meeting must be held to identify these difficulties and a plan to support students in meeting the performance indicators.
- Where an intermediate meeting is not scheduled (practice placements of 3 weeks or less), the steps pertaining to a formal Intermediate Meeting and 'Intermediate Learning Plan' will apply. The student can request an 'Intermediate Meeting Form' from the PRCC or UCD Programme Director.
- 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.
- The PRCC 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 UCD personal tutor/UCD nominee may meet with the student at this time or any other time. The student is also advised to contact their UCD personal tutor for additional support.
- It is advisable that the preceptor document any further meetings/observations with this student between the intermediate and final meeting. This can be done briefly, giving dates and a brief description of the support offered, and it should also be documented at the end of the 'intermediate learning plan'.

Step 2- Final Meeting NCAD.

- Subsequent to the final meeting, if the student has not met the required domains/performance indicators in the NCAD for that placement, the preceptor will inform the PRCC, who will inform the UCD personal tutor by e-mail.
- The PRCC may attend the final meeting if requested by the student, preceptor, or UCD personal tutor.
- The UCD personal tutor may attend this interview.
- A record of how the student has not met the domains/performance indicators in the NCAD will be documented in detail by the preceptor in the final interview outcome sheet in the NCAD.
- Students can prepare for step 3. A copy of the 'Final Learning Plan' is included in the NCAD appendix. Students should consider doing some preparatory work on their learning prior to the 'Final Learning Plan' meeting.

Step 3- Implementing a 'Final Learning Plan' after an Unsuccessful Practice placement².

- The student, PRCC, UCD personal tutor/nominee and preceptor will arrange to meet (if possible, by the end of the placement or after the final meeting, but it must occur within two weeks of the end of the placement unless there are exceptional circumstances).

- The purpose of this meeting is to discuss the student's 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.) In conjunction with the input from the PRCC, preceptor, and the UCD personal tutor, the final learning plan is drawn up with the student.
- 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 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 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 student's best interest.
- The 'Final Learning Plan' will be agreed and duplicated so that the student, CPC & UCD personal tutor retain a copy.

Step 4 - NCAD Presentation to the UCD Personal Tutor.

- The student presents this NCAD to their UCD personal tutor on the designated date for presentation of the clinical assessment documentation. In addition, the student submits the details of subsequent practice placement requirements to the PRCC.
- The 'Fail grade' is recorded at the next available examination board.
- The student is offered one repeat attempt at practice placement, which will be the final opportunity to complete the clinical module.
- The duration of the repeat 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: First Repeat Attempt.

- The student is offered an opportunity to repeat the practice placement with a new NACD.
- Students normally return to the original practice placement area to repeat the practice placement however, a new practice placement area may be provided.
- A new NCAD is provided with the required domains/performance criteria assessed at the same level as the original NCAD.
- As early as is convenient on the repeat practice placement, the PRCC, the student and new preceptor will hold a preliminary meeting with the student³. During this meeting, the student must present the 'Final Learning Plan' to their new preceptor, outlining their documented learning needs and the areas where the student requires additional support. The intermediate meeting initiates the same protocol as step 1 if the student has significant difficulties.
- Given that this is the final opportunity for this student in this practice placement/module, the UCD personal tutor/nominee in their supportive role shall meet the student at a convenient time soon after the intermediate meeting.
- If a student does not meet the required domains/performance indicators in the NCAD in this repeat practice placement, the final meeting follows the same protocol as outlined in step 2.
- Presentation of this NCAD to the UCD personal tutor is mandatory.
- If a student is unsuccessful in this first 'final' repeat attempt, the student will be considered ineligible

to continue in the nursing 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 Programme Board(See Programme Derogations below).

Step 6- Repeat Clinical Placement Second Repeat and final Attempt.

- The student is offered a second repeat and final opportunity to repeat the practice placement/clinical module.
- A new NCAD is provided with the required domains/performance criteria assessed at the same level as the original NCAD.
- As early as is convenient for practice placement, the student, PRCC and the new preceptor will hold a preliminary meeting with the student.
- 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. This is the student's final opportunity in this practice placement/module. The UCD personal tutor/nominee in their supportive role shall meet the student at a convenient time soon after the intermediate meeting.
- If a student does not meet the required domains /performance criteria in the NCAD in a repeat practice placement, the final interview follows the protocol outlined in step 2.
- Presentation of this NCAD to the UCD personal tutor is mandatory.
- If a student is unsuccessful in this second and 'final' repeat attempt, the student will be considered ineligible to continue in the nursing programme.
- No subsequent attempt can be considered.

Programme Derogations⁴

- A letter of support from the hospital site's Director of Nursing is required to accompany a letter from the student outlining why they warrant a second repeat (and final) attempt. The letter should be submitted to the Standing Committee at UCD. Following this committee meeting, it will be referred to the Governing Board at UCD, with support from their UCD personal tutor.
- The programme director will communicate the Governing Board's outcome to the Director of Nursing, the PRCC, the UCD personal tutor, and the student.
- If the Governing Board determine that the student should be afforded a second repeat and final attempt, the PRCC will arrange the placement site.
- In the event of the student's application being rejected by the Governing Board or does not receive a letter of support from the clinical partner site, the student will be considered ineligible to continue in the nursing programme.

² A Derogation describes where a module or programme wishes to be granted exemption from the University Academic Regulations and a formal derogation is required. Derogation approval is granted by the University Undergraduate Governing Board.

Description of Outcomes	
Outcome	Description
PASS (P)	<p>Domains / Performance Indicators in NCAD or Principles / Assessment Criteria in MCAT have been achieved.</p> <p>The student is required to complete outstanding clinical time at the end of the programme.</p>
Incomplete Assessment (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>
Extenuating Circumstances (IX)	<p>Domains/ Performance Indicators in the NCAD or Principles/ Assessment Criteria in MCAT have not been achieved due to extenuating circumstances. (See current UCD policy on extenuating circumstances)</p> <p>An 'Incomplete with Extenuating' (IX) grade is awarded based on a recommendation from the Extenuating Circumstances Committee.</p>
Fail (F)	<p>Domains /Performance Indicators in NCAD or Principles/Assessment Criteria in MCAT have not been achieved during the practice placement.</p>
No Grade (NM) or Absent (ABS)	<p>Failure to attend and/or present a completed NCAD 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> <p>NM or ABS outcome is treated as a fail grade and a clinical attempt. The student will need to undertake a repeat placement which is a first and final attempt and will incur a repeat fee.</p>



Appendix III

Staff guidelines for responding to clinical or academic issues raised by UCD BSc or Higher Diploma Nursing and Midwifery Student(s).

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/Assistant (not Acting) Director of Nursing (ADON) or Midwifery or Director of Midwifery or Assistant (not 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 and/or The Director of UG Clinical Studies 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 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, Associate Dean or Dean of Nursing and/or Director of UG Clinical Studies Programme Coordinator, 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 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 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.



Appendix IV

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

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 Programs

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 programs 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 programs.

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 Practice 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.

Appendix V

FINAL LEARNING PLAN FOLLOWING AN UNSUCCESSFUL CLINICAL ASSESSMENT

- ☐ Stage 1
- ☐ Stage 2
- ☐ Stage 3
- ☐ Stage 4.5 (C&G)
- ☐ Internship
- ☐ PRCN's (Higher Diploma in Nursing (Children's Nursing))

STUDENT NAME:

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

PART 1: UNSUCCESSFUL CLINICAL ASSESSMENT DETAILS

Full Title of unsuccessful NCAD

Please document the individual domains of competence and related performance criteria/Indicators that were unsuccessful.

Domains

Performance Criteria/ Indicators

PART 2: LEARNING PLAN

Guidelines For Students On The Use Of The Learning Plan

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 clinical learning outcomes and therefore should discuss these learning needs with your next preceptor.	<input type="checkbox"/> Discussed with student ✓
Repeat Practice 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 Performance Criteria/Indicators

Learning Needs	Actions/Supports	Related Domains and Performance Criteria/Indicators

PART 3: FOLLOW UP PLAN

Repeat Practice placement Details	
Repeat Practice placement Duration <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Weeks </div>	<i>UCD Personal tutor to inform clinical allocations of the details of the repeat practice placement duration intended.</i>
Clinical Assessment Documentation ✓ <input type="checkbox"/> New	<i>Student must contact the programme office for new NCAD required. Students must ensure that they state the phase of the programme and the level required.</i>
<input type="checkbox"/> Original	<i>Student must contact the programme office for additional meeting forms.</i>
Learning Plan Reviewed On The Preliminary Meeting Of The Repeat Placement ✓	
<div style="display: flex; justify-content: flex-end; align-items: center;"> <input type="checkbox"/> Preceptor <input type="checkbox"/> Student </div>	

Additional comments

[illegible]

Block Capitals	Signature
Student	
Preceptor	
Personal Tutor	
Clinical Programme Coordinator	
	DATE: