

NATIONAL STUDENT MIDWIFE COMPETENCY ASSESSMENT TOOL YEAR 1

**UCD SCHOOL OF NURSING, MIDWIFERY
& HEALTH SYSTEMS**

In partnership with the
National Maternity Hospital and the Maternity Services within
the Ireland East Hospital Group (IEHG)
At Midland Regional Hospital Mullingar
St Luke's General Hospital Carlow/Kilkenny
Wexford General Hospital

Full Student Name (as per Candidate Register):
Student College ID number:
Date/Year Commenced Programme:
Personal Tutor:



SIGNATURE BANK

All Preceptors/Co-Preceptors/Registered Midwives signing this document must insert their details below, as indicated.

Print Name	Signature	Designation	NMBI Pin

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TABLE OF CONTENTS

PAGE NO

INSTRUCTIONS FOR USE	5
Introduction to the Midwifery Competence Assessment Tool (MCAT)	8
Competence for Entry to the Midwives Division of the Register of Nurses and Midwives Maintained by the NMBI	9
Assessment of Competence in the Midwife Registration Programme	9
Guidance on the Assessment of Competence Process	11
Procedure where there are Concerns in Relation to a Student's Progress	14
Procedure when a student is unsuccessful in attaining competence	14
The Role and Responsibilities of the Midwifery Student	15
The Role and Responsibilities of the Preceptor/Co-preceptor	16
Assessment of Competence in ANTENATAL	17
Assessment of Competence in INTRANATAL	38
Assessment of Competence in POSTNATAL	61
MCAT Summary Sheet – Progress Review Form	84
References	85
APPENDICES	86

Protocol:

- When supernumerary student is having significant difficulties in meeting Performance Indicators in NCAD or Principles/Assessment Criteria in MCAT during a practice placement
- When a supernumerary student is unsuccessful in their clinical assessment
- Undergraduate students: overview of supports and policies for managing student health and wellbeing protocol

Final Learning Plan

This is a confidential document. This document remains the property of the Higher Education Institute (HEI) and its care is the responsibility of the undergraduate midwifery student. This document may not be altered. The student is responsible for its security and for maintaining it in good condition. The document should be available to authorised personnel on request.

INSTRUCTIONS FOR USE – PLEASE READ AND SIGN

It is my responsibility to ensure that I have the correct documentation prior to going on clinical placements i.e. MCAT document, medication management workbook, clinical experience record book.

I will carry this document with me at all times while on clinical placements.

It is my responsibility to ensure that the preceptor/co-preceptor signs the Signature Bank before signing the document.

It is my responsibility to ensure that I have arranged a date for an initial interview.

It is my responsibility to ensure that I have arranged a date for an intermediate interview, and I know my attendance will also be reviewed at this interview.

It is my responsibility to ensure that I have arranged a date for a final interview.

It is my responsibility to seek feedback on my progress throughout the placement.

It is my responsibility to act in accordance with local policies and guidelines (e.g. uniform policy).

It is my responsibility to have all documentation signed off within two weeks of completing clinical time.

It is my responsibility to have the daily record of attendance sheet signed.

I understand that **100% attendance** is required on all clinical placements.

I have read and understand the above instructions.

Signature of Student: _____

Date: _____

YOUR CLINICAL PLACEMENT

WHAT TO EXPECT:

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

- How will you get there on time?
 - Check out the bus times, are they reliable, where can you park your car and what are the daily charges etc. Refer to ARC for additional details.
- What first impression do you want to give?
 - Uniforms neat and clean. Hair up with understated makeup, nails short, clean and no nail polish. No jewellery, bring fob watch. Wear your student identification badge at all times.
- What first impressions will you get?
 - Wards are busy places and you may feel in the way. Remember you are a student and are there to learn. Be open to asking questions and demonstrate enthusiasm.
- Who will you meet?
 - Other students, Registered Nurses/Midwives, Clinical Placement Coordinators, Clinical Nurse/Midwife Specialists, Health Care Assistants, Porters, Physiotherapists, medical personal to name but a few, but most importantly you will meet women and their families.
- What will be expected of you?
 - Your preceptor will have specific expectations of you make sure you know what they are. If you are in any doubt seek clarification.
 - You will be given individual clinical learning outcomes for each placement to use as a guide for your learning.
 - Try not to take things personally and accept constructive feedback.
 - Women/clients/families will look to you for support/information. Ensure that all information given is within your scope of practice and demonstrate a caring, listening and empathetic attitude.

SUPPORT WHILST ON CLINICAL PLACEMENT

You are never alone when on clinical placement and there are clinical, and university supports available to you.

Clinical Supports:

Preceptor

- Is there to supervise and guide your performance. Your preceptor will liaise with the CPC.

Clinical Placement Co-Ordinator (CPC):

- Supports and facilitates your learning. Monitors the quality of the clinical learning environment. Liaises with the University and your Personal Tutor.

UCD SNMHS Supports:

Personal Tutor

- Offers assistance to you on matters, academic/clinical and personal. Your personal tutor will not routinely visit you when you are on placement, but if you are encountering any difficulties, they are available to support you. Your personal tutor liaises with the clinical site, CPC and preceptor.

Clinical Tutor

- Supports the integration of theory and clinical practice. Offers one-on-one learning support whilst on clinical placements and also arranges regular group tutorials in the clinical practice area to facilitate learning.

Student Advisor

- Independent support who offers guidance on all matters, financial/personal/academic and clinical. Liaises with personal tutor.

Please insert the following details:

Name of Personal Tutor:	Name of Clinical Tutor:	Name of Student Advisor: Ms Anna Scully
E-mail address of Personal Tutor:	E-mail address of Clinical Tutor:	E-mail address of Student Advisor: anna.scully@ucd.ie
Phone number of Personal Tutor:	Phone number of Clinical Tutor:	Phone number of Student Advisor: 01 7166497

Introduction

This document contains the Midwifery Competence Assessment Tool (MCAT) for Year 1 of the BSc (Hons) Midwife Registration programme and guidance for its use.

The MCAT and guidance document has been developed by the Nursing and Midwifery Board of Ireland (NMBI) in consultation with the relevant Higher Education Institutes (HEIs) and associated Health Service Providers (HSPs).

Clinical practice is an integral part of the Midwife Registration programme, reflecting the practice-based nature of the midwifery profession. The development of skills, knowledge and professional behaviours represent a key component in the students' attainment of competence to practise as a registered midwife. The MCAT serves as a record of ongoing achievements during clinical practice over the four-year Midwife Registration programme and completion of the document is required in order to register as a midwife in the Midwives Division of the Register of Nurses and Midwives maintained by the NMBI.

This document provides guidance to assist the student and her/his Preceptor/Co-preceptor to complete the MCAT. Each year, the student will be assessed in core midwifery clinical placements at incremental levels by Preceptors/Co-preceptor and Registered Midwives, who support, supervise and assess the student throughout her/his clinical placement. It is recommended that this document be read in conjunction with the following:

- Academic Regulations and Procedures of the relevant HEI

and

- Any specific guidance provided by the midwifery team within the HEI or the Midwifery Practice Development team responsible for the programme.

The student and the Preceptor/Co-preceptor must be familiar with her/his individual roles and responsibilities, as outlined below, and with the processes and procedures associated with the assessment of competence and the documenting of these in the MCAT.

Competence for Entry to the Midwives Division of the Register of Nurses and Midwives Maintained by the NMBI

Competence is defined as 'the ability of the registered midwife to practise safely and to fulfil their professional responsibility effectively' (NMBI 2022). The competencies in this document specify the knowledge, understanding and skills that midwives must demonstrate when caring for women, newborn infants, partners and families across all care settings. They are based on the International Definition of the Midwife (ICM 2017) and reflect what the public can expect midwives to know and be able to do in order to deliver safe, effective, respectful, kind and compassionate midwifery care.

The five competencies for entry to the Midwives Division of the Nurses and Midwives Register maintained by the NMBI are clearly aligned with the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2014) and are based on the Practice Standards for Midwives (NMBI 2022).

Assessment of Competence in the Midwife Registration Programme

The aim of the MCAT is to ensure that, on completion of the Midwife Registration programme, students provide safe, effective midwifery care in partnership with women during pregnancy, labour, birth and the postnatal period and provide care for the newborn and the infant.

The five competencies represent a broad enabling framework to facilitate the assessment of students' clinical practice, with the emphasis on a holistic assessment of knowledge, skills and professional behaviours expected of a midwife. Each competence has a series of assessment criteria that are specific to each year of the Midwife Registration programme, and outline what is expected of the student in core clinical midwifery placements. This facilitates incremental progression of the student under a spectrum of supervision, beginning with **Direct Supervision in Year 1** of the programme and culminating in **Distant Supervision in Year 4**. The level of supervision expected for each year is stipulated by the NMBI, 2022 and is defined in the MCAT specific to the year of the Midwife Registration programme.

Direct Supervision applies to this document and is defined below.

Year	Level and Description of Supervision	Scope of Practice
One	Direct Supervision: Defined as the Preceptor/Associate Preceptor (Co-preceptor) working with the student on a continuous basis whenever care is being provided to women and their babies. The student is expected to have observed and participated in practice with the Preceptor/Associate Preceptor (Co-preceptor) and be able to describe the care provided.	The student is a novice to the world of midwifery and requires exposure to all aspects of practice and direct supervision by the midwife. The student will be expected to have observed and participated in the care provided by the midwife to women in pregnancy and childbirth, and to mothers and babies in the postnatal period. The student should also be able to discuss the basic concepts involved. The student may require continuous prompting in the provision of midwifery care, and considerable direction in identifying their learning needs.

In each year of the Midwife Registration programme, all competencies and their associated assessment criteria must be assessed and successfully achieved when in a core clinical placement before the student progresses to the next year of the programme. On completion of assessment, the student is deemed to have either passed or failed the competence/competencies.

Where competence/competencies have not been achieved, the student will be given an opportunity to repeat the entire clinical placement and assessment. Following an opportunity to repeat, if the student fails the assessment, the student may be asked to exit the Midwife Registration programme. Regulations in relation to repeat attempts will be agreed and managed as per the Academic Regulations and Procedures of the relevant HEI.

Guidance on the Assessment of Competence Process

Successful completion of the MCAT facilitates student's progression from one year to the next, to culminate in competence in midwifery practice on completion of the four-year Midwife Registration programme.

It is the responsibility of the student to ensure that the MCAT document is: (i) available on clinical placement, (ii) completed accurately and (iii) submitted as per HEI guidelines on the prescribed submission date. It must be presented on request to the Preceptor/Co-preceptor, members of the Midwifery Practice Development team and to the relevant HEI personnel. While the MCAT was developed and published by the NMBI, in conjunction with relevant stakeholders, the governance of the process involved in assessment of student competence remains with the respective HEI.

Prior to the start of the clinical placement the student should review their learning needs, incorporating any earlier experience of the clinical settings and identify specific learning outcomes for the clinical placement. In addition, the student should review the learning opportunities specific to the clinical placement setting. If it is the student's first clinical placement the student is advised to discuss learning outcomes with the Clinical Placement Coordinator (CPC), clinical placement module leader or link Lecturer.

The student is orientated to the placement on **day one** of the clinical placement, ideally by their allocated Preceptor/Co-preceptor. Where this is not possible, a named midwife should be allocated to work with the student and details of Preceptor/Co-preceptor provided to the student and recorded on the duty roster.

Initial interview

An initial interview takes place, as early as possible, during **week one** and is facilitated by the Preceptor/Co-preceptor. These Preceptors are midwives who have completed a teaching and assessment course that enables them to support, guide and assess midwifery students in the clinical placement. The degree of supervision expected, as prescribed by the Midwife Registration Programme Standards and Requirements (NMBI 2022) is discussed, which in Year 1, is **Direct Supervision**.

- The student and Preceptor/Co-preceptor discuss the competencies, assessment criteria and associated skills, which the student is expected to achieve on completion of the clinical placement.
- The importance of feedback is discussed and encouraged throughout the placement.
- Dates for the intermediate and final interviews are agreed and recorded at the initial interview.

Intermediate interview

At the intermediate interview, the student's progress to date is reviewed and recorded. Guidance and feedback is provided and documented for future learning and competence attainment. The follow up/feedback page should be used throughout the clinical placement to:

- Support the student to achieve the level of competence required for the year of the Midwife Registration programme.
- Facilitate communication between the Preceptor/Co-preceptor and any other supervising midwives where continuity of Preceptor/Co-preceptor is not possible.
- Identify and document renegotiated learning outcomes.

Final interview

At the final interview, the student and Preceptor/Co-preceptor review the competencies, the assessment criteria and associated skills that the student is expected to achieve on completion of the clinical placement.

- The student is deemed to have passed or failed in the assessment of competence.
- Feedback is provided by the Preceptor/Co-preceptor and student, and documentation is completed.
- This should be accompanied by written comments by the student and the Preceptor/Co-preceptor on the overall process and result of the assessment of competence to guide future learning needs.

Assessment of the student includes:

- Observation of relevant knowledge, skills and professional behaviours in the provision of care
- Demonstration by the student through participation in the provision of care
- Exploration of rationale for care with the student
- Discussion with other midwives who have supervised and supported the student in practice
- Demonstration by the student in a simulated situation, where demonstration in practice is not possible
- Reference to comments on follow up/feedback sheet and to development plans if used during the placement
- Review of student's attendance during clinical placement

Procedure where there are Concerns in Relation to a Student's Progress

Where there are concerns in relation to the student's progress, the Preceptor/Co-preceptor, in consultation with the student, should liaise with the Clinical Placement Coordinator (CPC), and a **learning plan** must be put in place to support the student to successfully complete the relevant competence/competencies over the remaining time of the clinical placement. Personal Tutor's also need to be informed and may provide advice and support regarding the learning plan.

The **learning plan** must be:

- Completed in the MCAT and referred to over the course of the remaining clinical placement.
- Explicit in detailing what the student must do to successfully complete the assessment of competence.
- Communicated to the Personal Tutor supporting the clinical placement area as appropriate.

Procedure when a student is unsuccessful in attaining competence

The Preceptor/Co-preceptor documents the reason(s) for a failed assessment of competence and completes a **final learning plan** in consultation with the student, the CPC and the Personal Tutor.

The written **final learning plan** must:

- Provide specific guidance to both the student and Preceptor/Co-preceptor on what is required to successfully complete the assessment of competence on the second attempt.
- The written learning plan must reinforce the student's understanding of the reason for failing and be explicit in the event of a new Preceptor/Co-preceptor completing the repeat assessment.

If a student is unsuccessful in any element of the assessment of competence, the student will have a **minimum of 4 weeks** clinical placement to repeat the complete assessment. Procedures specific to each HEI in relation to a failed assessment of competence such as informing the relevant personnel in the HEI and arrangement of clinical placement to facilitate reassessment will be provided locally by the HEI and must be adhered to(see appendix).

The Role and Responsibilities of the Midwifery Student

- The student is responsible for completion and submission of the completed MCAT to the HEI on the pre-arranged submission dates and at the end of the Midwife Registration programme.
- The student must be familiar with their individual role and responsibilities and with the processes and procedures associated with the assessment of competence and the documenting of these in the MCAT.
- If there are any operational difficulties in arranging working with a named Preceptor/Co-preceptor or organising clinical placement assessment, the student must consult with the Clinical Midwifery Manager (CMM2) or deputy. If the difficulty cannot be resolved, the student should then contact the CPC.

The Role and Responsibilities of the Preceptor/Co-preceptor

- The Preceptor/Co-preceptor must be a Registered Midwife on the Register of Midwives maintained by the NMBI and have completed a teaching and assessment programme.
- The Preceptor/Co-preceptor acts as a gatekeeper to the profession, ensuring professional standards within midwifery are maintained.
- The Preceptor/Co-preceptor acts as a role model demonstrating evidence-based midwifery care and assists the student to develop the inter-personal, technical, reflective and analytical skills that underpin midwifery care.
- The Preceptor/Co-preceptor actively involves and supervises the student in the assessment, planning, implementation and evaluation of midwifery care.
- The Preceptor/Co-preceptor must be familiar with their individual role and responsibilities, and with the processes and procedures associated with the assessment of student competence and the completion of competence assessment documentation in the MCAT.
- The Preceptor/Co-preceptor will facilitate the student in arranging the initial, intermediate and final interviews and use these interviews to:
 - Review and discuss learning outcomes specific to the clinical area.
 - Identify and mutually agree the learning opportunities and learning resources that will facilitate the achievements of learning outcomes.
 - Assess learning needs in consultation with the student.
 - Identify competencies to be achieved, including assessment criteria and associated skills.
 - Provide ongoing constructive feedback identifying student strengths and weaknesses.
 - Complete the competence assessment documentation.
- If a student has been absent in a placement where he/she is being assessed, the Preceptor/Co-preceptor may decide not to allow the assessment to proceed. Consultation in relation to this decision will take place with the CPC and the Personal Tutor.
- If at any stage, the Preceptor/Co-preceptor, in consultation with the CPC, has concerns about a student achieving their learning outcomes and competencies, the Preceptor/Co-preceptor may contact the Personal Tutor to discuss the issues. The student must be informed that this communication is being arranged. The Personal Tutor will provide guidance and support as appropriate.

ANTENATAL

Name of Practice Placement - Unit/Ward:
Number of weeks in this Practice Placement:
Placement Dates:
Name of Preceptor:
Name of Co-Preceptor:
Name of Clinical Placement Co-ordinator (CPC):

**NMBI National Competence Assessment Document –
Year ONE Practice Placement Details, Attendance and Reflection Record**

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

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

Week 1 - Attendance Record

Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 1 - Reflection Record

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

Week 2 - Attendance Record

Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 2 - Reflection Record

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

Week 3 - Attendance Record

Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 3 - Reflection Record			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

Week 4 - Attendance Record					
Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 4 - Reflection Record			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

In each clinical placement all competencies and their associated assessment criteria must be assessed and passed successfully before the student can progress to the next year of the programme. On completion of the clinical placement, the student is deemed to have either passed or failed the competence/competencies.

Principle 1: Respect for the Dignity of the Person			
Competency 1: The midwife's practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
1.1. Participates with the midwife in recognising pregnancy and childbirth as a healthy and normal physiological event and a profound event in a woman's life.	<ul style="list-style-type: none"> Identifies how the physiological changes of pregnancy may affect the woman in her daily life. 		
1.2 Participates with the midwife in advocating on behalf of women and their babies to ensure their rights and interests are protected including the woman's right to choose how and where to give birth.	<ul style="list-style-type: none"> Identifies the options and choices of maternity care available to women in their local health service area. 		
1.3 Participates with the midwife in respecting the diversity of women and their families including their beliefs, values, choices and priorities.	<ul style="list-style-type: none"> Identifies diversity and displays respect for beliefs values choices and priorities that may affect the provision of care. 		
1.4 Participates with the midwife in providing sufficient evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby.	<ul style="list-style-type: none"> Uses appropriate language when providing information to a woman. 		

Principle 2: Professional Responsibility and Accountability			
Competency 2: The midwife practises in line with legislation and professional guidance and is responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in the EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2011) as adopted by Midwifery Board of Ireland (NMBI)			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
2.1 Participates with the midwife in acting at all times within the law and follows the rules and regulations of the Midwifery Board of Ireland (NMBI) and other applicable bodies.	<ul style="list-style-type: none"> Has knowledge of the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021). Has knowledge of the Practice Standards for Midwives (NMBI 2022). 		
2.2 Works within the scope of practice for a first-year midwifery student and recognises their own level of knowledge, skills and professional behaviours.	<ul style="list-style-type: none"> Identifies own limitations in the clinical area and takes appropriate action if delegated a role or responsibility beyond level of competence. Demonstrates professional behaviour and standard of dress according to hospital policy. Demonstrates a responsible attitude to attendance and punctuality. 		

Principle 3: Quality of Practice			
Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
3.1 Participates with the midwife providing safe, competent, kind, compassionate and respectful care which is informed by best available evidence, knowledge and the experiences, preferences and values of the woman.	<ul style="list-style-type: none"> Observes and participates in all aspects of care. 		
3.2 Participates with the midwife in assessment, planning implementation and evaluation of care of women and their babies.	<ul style="list-style-type: none"> Observes and participates in the assessment and implementation of planned care. Recognise the physiological changes that must be considered when planning care. 		
3.3 Participates with the midwife in the assessment of maternal and fetal wellbeing including the accurate monitoring and reporting of vital signs.	<ul style="list-style-type: none"> Performs systematic maternal/fetal assessment and documents findings. Accurately records vital signs of the woman/fetus in the healthcare record. 		
3.4 Participates with the midwife in supporting and educating women with infant feeding practices which include protecting, promoting and supporting breastfeeding.	<ul style="list-style-type: none"> Promotes and supports breastfeeding. Is able to discuss infant feeding choices with women. Respects and supports women's choice of infant feeding. 		
3.5 Participates with the midwife in complying with universal infection prevention and control measures.	<ul style="list-style-type: none"> Consistently demonstrates safe practice including the use of WHO's 5 Moments of Hand Hygiene and appropriate use of Personal Protective Equipment (PPE). 		

Principle 3: Quality of Practice			
Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
3.6 Participates with the midwife in the safe management of drug administration, monitoring effects and documenting appropriately in accordance with Midwifery Board of Ireland (NMBI) management guidance.	<ul style="list-style-type: none"> Observes and participates in the administration of medications and care of women receiving medication. 		
3.7 Participates with the midwife reflecting on their own practice and can begin to identify their own learning needs.	<ul style="list-style-type: none"> Reflects on own practice. Identifies own learning needs. 		
3.8 Participates with the midwife in Identifying the importance of national and local guidelines and policies in the provision of evidence-based care.	<ul style="list-style-type: none"> Identifies a key guideline/policy document appropriate to the clinical area and its relevance to care. 		
3.9 Demonstrating a willingness to learn from women, preceptor's midwives and colleagues.	<ul style="list-style-type: none"> Seeks opportunities and is proactive in their own learning. 		

Principle 4: Trust and Confidentiality:			
Competency 4: The midwife works in equal partnership with the woman and her family and establishes a relationship of trust and confidentiality			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
4.1 Participates with the midwife in ensuring that the woman and her baby are the primary focus of practice.	<ul style="list-style-type: none"> • Demonstrates dignity, respect, compassion and empathy for the woman and her family in a professional manner. • Includes the woman in plan of care and decision making by using appropriate language that is readily understood. • Obtains informed consent when providing midwifery care. 		
4.2 Participates with the midwife in providing care that is safe, evidence-based, supportive, responsive and compassionate taking into account the needs of the woman, her baby and her family.	<ul style="list-style-type: none"> • Provides midwifery care that is sensitive, kind, compassionate, supportive and recognises the diverse needs of the woman and her family. 		
4.3 Participates with the midwife in respecting the woman's right to privacy and confidentiality.	<ul style="list-style-type: none"> • Demonstrates awareness of the importance of confidentiality, privacy and safeguarding woman's records, data and database according to the legislation and woman's safety. 		

Principle 5: Collaboration with Others			
Competency 5: The midwife communicates and collaborates effectively with women, women's families and with the multidisciplinary healthcare team			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
5.1 Participates with the midwife in providing information in a format that is understandable and accessible to all women and their families.	<ul style="list-style-type: none"> • Shares information that is clear and accurate, at a level that women and their families can understand. • Listens and communicates with women and their families in a manner that is kind, caring and compassionate. 		
5.2 Participates with the midwife in communicating appropriately and effectively with women and their families and with the multidisciplinary healthcare team.	<ul style="list-style-type: none"> • Initiates a conversation with the woman and her family and uses language that is readily understood. • Identifies members of the multidisciplinary healthcare team and their roles. • Takes part in clinical handover. • Demonstrates how to call for help in an emergency according to local policy. 		
5.3 Participates with the midwife in recording clinical practice in a manner which is clear objective, accurate and timely.	<ul style="list-style-type: none"> • Documents care in a clear, concise and accurate manner in the healthcare record. 		

YEAR ONE: ASSESSMENT OF ESSENTIAL ANTENATAL SKILLS & KNOWLEDGE
ALL ESSENTIAL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT

ESSENTIAL SKILLS	Student Self -assessment Date & Sign	Midwife Date & Sign
Demonstrate appropriate use of Personal Protective Equipment (PPE)		
Perform WHO's 5 Moments of Hand Hygiene		
Maternal History Review: <ul style="list-style-type: none"> Past Medical/Surgical history Previous & current Obstetric/Midwifery Records Menstrual history (LMP)/EDD by ultrasound scan Antenatal history 		
Demonstrate calculation of the: <ul style="list-style-type: none"> Estimated Date of Delivery (EDD)using Nagles's Rule <input type="text"/> Calculation gestational Age <input type="text"/> 		
Demonstrate calculation of the Body Mass Index (BMI):		
Perform and record Maternal Vital Signs: <ul style="list-style-type: none"> Temperature Pulse Blood Pressure – Manual <input type="text"/> Blood Pressure - Dinamap <input type="text"/> Respirations Oxygen saturations 		
Urinalysis: <ul style="list-style-type: none"> Collect urine sample from woman Performs urinalysis - Dipstick <input type="text"/> 		
Perform Abdominal Examination to include: <ul style="list-style-type: none"> Estimate gestational age Assess fetal size and growth Identify lie, presentation, position and engagement 		
Demonstrates knowledge of normal: <ul style="list-style-type: none"> Fetal movement pattern Fetal Heart Rate 		
Demonstrate auscultation of the Fetal Heart Rate using: <ul style="list-style-type: none"> Pinard stethoscope <input type="text"/> Hand held Doppler <input type="text"/> 		
Participates in explaining lifestyle considerations for a healthy pregnancy to women		

INITIAL INTERVIEW

Orientated to the clinical area		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Review and discussion of Principles, Assessment Criteria and Essential Skills:		Student:	<input type="checkbox"/>	Preceptor:	<input type="checkbox"/>
Specific opportunities identified by the Preceptor/Co-preceptor that are available during this clinical placement:					
Learning needs identified by the midwifery student (refer to practice placement learning outcomes):					
Signature of Preceptor/Co-preceptor:		Signature of Student Midwife:		Date:	
Date set for intermediate interview:		CPC Present if applicable: Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		Signature of CPC:		Date:	
Comments (where appropriate):				Date:	
Designation:		Signature:			

INTERMEDIATE INTERVIEW

The Preceptor/Co-preceptor and student midwife review all Principles, Assessment Criteria and Essential Skills

Student self-assessment of progress to date and identify own learning needs for remainder of practice placement:		
Preceptor/Co-preceptor review of students' progress to date:		
Signature of Preceptor/Co-preceptor:	Signature of Student Midwife:	Date:
Student progressing satisfactorily: Yes <input type="checkbox"/> No <input type="checkbox"/> <i>If No, please complete Intermediate Learning Plan</i> Date of Final interview:	CPC Present if applicable: Yes <input type="checkbox"/> No <input type="checkbox"/> Signature of CPC: _____ Date: _____	
Comments (where appropriate): Designation: _____ Signature: _____		Date:

INTERMEDIATE LEARNING PLAN

- The student is required to reflect on his/her own learning to date
- The Preceptor/Co-Preceptor should review the students' progress in relation to the learning needs and learning opportunities identified at the initial interview and relate this progress in their MCAT
- The Preceptor/Co-Preceptor should if appropriate enact Step 1 of the protocol 'When a supernumerary student is having significant difficulties in meeting Performance Indicators in NCAD or Principles/Assessment Criteria in MCAT during a practice placement

Date:	Placement Area:	Unit:
<i>Please document the individual Principles, associated Assessment Criteria and any Essential Skills that the student is having difficulty achieving</i>		
Principles	Associated Assessment Criteria	Essential Skills
Action/Supports Needed		
Signature of Preceptor/Co-Preceptor:	Signature of Student Midwife:	Date/Time:
Signature of CPC (where appropriate):	Signature of Personal Tutor (where appropriate):	

INTERMEDIATE LEARNING PLAN - CONTINUED

The student must document below which learning need(s) are outstanding and with the Preceptor/ Co-Preceptor specify new learning need(s) and the supports and actions required to address these

FINAL INTERVIEW

The Preceptor/Co-preceptor and student midwife review all Principles, Assessment Criteria and Essential Skills

Student self-assessment of progress to date:		
Preceptor/Co-preceptor review:		
All Principles and Assessment Criteria achieved: Pass <input style="width: 30px; height: 20px;" type="checkbox"/> Fail <input style="width: 30px; height: 20px;" type="checkbox"/>	All Essential Skills List completed: Yes <input style="width: 30px; height: 20px;" type="checkbox"/> No <input style="width: 30px; height: 20px;" type="checkbox"/>	Date:
Signature of Preceptor/Co-Preceptor:	Signature of Student Midwife:	
Signature of CPC (where appropriate):	Signature of Personal Tutor (where appropriate):	
If the student has not attained the required Principles, Assessment Criteria and Essential Skills for this placement, the Preceptor/Co-Preceptor will document in detail each Principle, Assessment Criteria and Essential Skills not attained. The Preceptor/Co-Preceptor should enact Step 2 of the protocol 'When a supernumerary student is unsuccessful in their clinical Assessment'.		

FINAL INTERVIEW CONTINUED

The Preceptor/Co-Preceptor must document in detail each Principle, Assessment Criteria and Essential Skills that were ***not*** attained.

FOLLOW UP/FEEDBACK PAGE

Feedback from Preceptor/Co-Preceptor and other ***midwives***, comment on key areas of progress and identify areas for development from the Principles, Assessment Criteria and Essential Skills. Please date, sign and print name for each entry

Signature:	Print Name:	Date:
Signature:	Print Name:	Date:
Signature:	Print Name:	Date:

FOLLOW UP/FEEDBACK PAGE

Ongoing feedback from Preceptor/Co-Preceptor and other *midwives*, comment on key areas of progress and identify areas for development from the Principles, Assessment Criteria and Essential Skills. Please date, sign and print name for each entry

Signature:	Print Name:	Date:
Signature:	Print Name:	Date:
Signature:	Print Name:	Date:

RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

This page may be completed by any Midwife/CPC or Academic Representative

Date/Time	Signature/Designation	Comments

RECORD OF ADDITIONAL CLINICAL SKILLS

This is an opportunity for the student midwife to record additional clinical skills that they have practised under the supervision of their Preceptor/Co-Preceptor/Registered Midwife

Date	Clinical Skill	Signature of Preceptor/Midwife

RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

Please give details of any teaching or discussion sessions attended whilst on clinical placement

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

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Please give details of any teaching or discussion sessions attended whilst on clinical placement

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

INTRANATAL

Name of Practice Placement - Unit/Ward:
Number of weeks in this Practice Placement:
Placement Dates:
Name of Preceptor:
Name of Co-Preceptor:
Name of Clinical Placement Co-ordinator (CPC):

**NMBI National Competence Assessment Document –
Year ONE Practice Placement Details, Attendance and Reflection Record**

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

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

Week 1 - Attendance Record

Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 1 - Reflection Record

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

Week 2 - Attendance Record

Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 2 - Reflection Record

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

Week 3 - Attendance Record

Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 3 - Reflection Record			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

Week 4 - Attendance Record					
Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 4 - Reflection Record			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

In each clinical placement all competencies and their associated assessment criteria must be assessed and passed successfully before the student can progress to the next year of the programme. On completion of the clinical placement, the student is deemed to have either passed or failed the competence/competencies.

Principle 1: Respect for the Dignity of the Person			
Competency 1: The midwife's practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
1.1. Participates with the midwife in recognising pregnancy and childbirth as a healthy and normal physiological event and a profound event in a woman's life.	<ul style="list-style-type: none"> Identifies how the physiological changes of pregnancy may affect the woman in her daily life. 		
1.2 Participates with the midwife in advocating on behalf of women and their babies to ensure their rights and interests are protected including the woman's right to choose how and where to give birth.	<ul style="list-style-type: none"> Identifies the options and choices of maternity care available to women in their local health service area. 		
1.3 Participates with the midwife in respecting the diversity of women and their families including their beliefs, values, choices and priorities.	<ul style="list-style-type: none"> Identifies diversity and displays respect for beliefs values choices and priorities that may affect the provision of care. 		
1.4 Participates with the midwife in providing sufficient evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby.	<ul style="list-style-type: none"> Uses appropriate language when providing information to a woman. 		

Principle 2: Professional Responsibility and Accountability			
Competency 2: The midwife practises in line with legislation and professional guidance and is responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in the EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2011) as adopted by Midwifery Board of Ireland (NMBI)			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
2.1 Participates with the midwife in acting at all times within the law, and follows the rules and regulations of the Midwifery Board of Ireland (NMBI) and other applicable bodies.	<ul style="list-style-type: none"> Has knowledge of the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021). Has knowledge of the Practice Standards for Midwives (NMBI 2022). 		
2.2 Works within the scope of practice for a first-year midwifery student and recognises their own level of knowledge, skills and professional behaviours.	<ul style="list-style-type: none"> Identifies own limitations in the clinical area and takes appropriate action if delegated a role or responsibility beyond level of competence. Demonstrates professional behaviour and standard of dress according to hospital policy. Demonstrates a responsible attitude to attendance and punctuality. 		

Principle 3: Quality of Practice			
Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
3.1 Participates with the midwife providing safe, competent, kind, compassionate and respectful care which is informed by best available evidence, knowledge and the experiences, preferences and values of the woman.	<ul style="list-style-type: none"> Observes and participates in all aspects of care. 		
3.2 Participates with the midwife in assessment, planning implementation and evaluation of care of women and their babies.	<ul style="list-style-type: none"> Observes and participates in the assessment and implementation of planned care. Recognise the physiological changes that must be considered when planning care. 		
3.3 Participates with the midwife in the assessment of maternal and fetal wellbeing including the accurate monitoring and reporting of vital signs.	<ul style="list-style-type: none"> Performs systematic maternal/fetal assessment and documents findings. Accurately records vital signs of the woman/fetus in the healthcare record. 		
3.4 Participates with the midwife in supporting and educating women with infant feeding practices which include protecting, promoting and supporting breastfeeding.	<ul style="list-style-type: none"> Promotes and supports breastfeeding. Respects and supports women's choice of infant feeding. 		
3.5 Participates with the midwife in complying with universal infection prevention and control measures.	<ul style="list-style-type: none"> Consistently demonstrates safe practice including the use of WHO's 5 Moments of Hand Hygiene and appropriate use of Personal Protective Equipment (PPE). 		

Principle 3: Quality of Practice			
Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
3.6 Participates with the midwife in the safe management of drug administration, monitoring effects and documenting appropriately in accordance with Midwifery Board of Ireland (NMBI) management guidance.	<ul style="list-style-type: none"> Observes and participates in the administration of medications and care of women receiving medication. 		
3.7 Participates with the midwife reflecting on their own practice and can begin to identify their own learning needs.	<ul style="list-style-type: none"> Reflects on own practice. Identifies own learning needs. 		
3.8 Participates with the midwife in Identifying the importance of national and local guidelines and policies in the provision of evidence-based care.	<ul style="list-style-type: none"> Identifies a key guideline/policy document appropriate to the clinical area and its relevance to care. 		
3.9 Demonstrating a willingness to learn from women, preceptor's midwives and colleagues.	<ul style="list-style-type: none"> Seeks opportunities and is proactive in their own learning. 		

Principle 4: Trust and Confidentiality:			
Competency 4: The midwife works in equal partnership with the woman and her family and establishes a relationship of trust and confidentiality			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
4.1 Participates with the midwife in ensuring that the woman and her baby are the primary focus of practice.	<ul style="list-style-type: none"> • Demonstrates dignity, respect, compassion and empathy for the woman and her family in a professional manner. • Includes the woman in plan of care and decision making by using appropriate language that is readily understood. • Obtains informed consent when providing midwifery care. 		
4.2 Participates with the midwife in providing care that is safe, evidence-based, supportive, responsive and compassionate taking into account the needs of the woman, her baby and her family.	<ul style="list-style-type: none"> • Provides midwifery care that is sensitive, kind, compassionate, supportive and recognises the diverse needs of the woman and her family. 		
4.3 Participates with the midwife in respecting the woman's right to privacy and confidentiality.	<ul style="list-style-type: none"> • Demonstrates awareness of the importance of confidentiality, privacy and safeguarding woman's records, data and database according to the legislation and woman's safety. 		

Principle 5: Collaboration with Others			
Competency 5: The midwife communicates and collaborates effectively with women, women's families and with the multidisciplinary healthcare team			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
5.1 Participates with the midwife in providing information in a format that is understandable and accessible to all women and their families.	<ul style="list-style-type: none"> Shares information that is clear and accurate, at a level that women and their families can understand. Listens and communicates with women and their families in a manner that is kind, caring and compassionate. 		
5.2 Participates with the midwife in communicating appropriately and effectively with women and their families and with the multidisciplinary healthcare team.	<ul style="list-style-type: none"> Initiates a conversation with the woman and her family and uses language that is readily understood. Identifies members of the multidisciplinary healthcare team and their roles. Takes part in clinical handover. Demonstrates how to call for help in an emergency according to local policy. 		
5.3 Participates with the midwife in recording clinical practice in a manner which is clear objective, accurate and timely.	<ul style="list-style-type: none"> Documents care in a clear, concise and accurate manner in the healthcare record. 		

YEAR ONE: ASSESSMENT OF ESSENTIAL INTRAPARTUM SKILLS & KNOWLEDGE
ALL ESSENTIAL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT

ESSENTIAL SKILL	Student Self -assessment Date & Sign	Midwife Date & Sign
Demonstrate appropriate use of Personal Protective Equipment (PPE)		
Perform WHO's 5 Moments of Hand Hygiene		
Maternal History Review: <ul style="list-style-type: none"> • Past Medical/Surgical history • Previous & current Obstetric/Midwifery Records • Menstrual history (LMP)/EDD by ultrasound scan • Antenatal history 		
Perform and record Maternal Vital Signs: <ul style="list-style-type: none"> • Temperature • Pulse • Blood Pressure – Manual <input type="checkbox"/> • Blood Pressure - Dinamap <input type="checkbox"/> • Respirations • Oxygen saturations 		
Urinalysis: <ul style="list-style-type: none"> • Collect urine sample from woman • Performs urinalysis - Dipstick <input type="checkbox"/> 		
Perform Abdominal Examination to include: <ul style="list-style-type: none"> • Estimate gestational age • Assess fetal size and growth • Identify lie, presentation and position and engagement • Assess pattern of contractions <ul style="list-style-type: none"> ○ Frequency/strength/duration 		

YEAR ONE: ASSESSMENT OF ESSENTIAL INTRAPARTUM SKILLS & KNOWLEDGE
ALL ESSENTIAL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT

ESSENTIAL SKILL	Student Self -assessment Date & Sign	Midwife Date & Sign
Fetal Assessment: <ul style="list-style-type: none"> History of fetal movement Assessment of amniotic fluid/liquor (colour, amount and odour) Auscultation of the Fetal Heart Rate using: <ul style="list-style-type: none"> Pinard stethoscope <input type="checkbox"/> Hand held Doppler <input type="checkbox"/> 		
Participates in the application of a cardiotocograph (CTG): <ul style="list-style-type: none"> Basic interpretation of CTG 		
Recognise signs and symptoms of onset of labour Knowledge of indications and implications for performing vaginal examinations		
Participate in ensuring maternal comfort needs are met, i.e.: <ul style="list-style-type: none"> Bladder care Appropriate hydration Nutritional intake Hygiene requirements 		
Participates in care of a woman using non- pharmacological methods of pain relief (including positioning, birthing ball, TENS machine, hypnobirthing, water etc.)		
Participates in the care of a woman using pharmacological methods of pain relief (including Entonox, opiates, epidural anaesthesia)		
Participates in enhancing the physical environment to meet the needs of women, such as lighting, furniture, temperature		
Observe the midwife in providing psychological/emotional support to the woman		

YEAR ONE: ASSESSMENT OF ESSENTIAL INTRAPARTUM SKILLS & KNOWLEDGE
ALL ESSENTIAL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT

ESSENTIAL SKILL	Student Self -assessment Date & Sign	Midwife Date & Sign
Participates in preparing necessary equipment for birth: <ul style="list-style-type: none"> • Environment • Birthing Trolley • Neonatal Resuscitaire 		
Participates in the care of women during the third stage of labour		
Participates in optimal cord clamping		
Participates in the examination of placenta and membranes and the safe disposal of the placenta and membranes		
Participates in assessing the wellbeing of the newborn following birth by observing: <ul style="list-style-type: none"> • Colour • Tone • Heart Rate • Breathing • Response to stimuli 		
Supports women/partners to have skin contact with their baby in a safe and unhurried environment		
Participates in care that supports women to keep their babies close to be able to respond to their feeding cues.		
Participates and assists in the initiation of newborn feeding following birth		
Participates in assisting women with position and attachment of her newborn at the breast for breastfeeding		
Participates in the correct identification of the baby: <ul style="list-style-type: none"> • Identification bands • Electronic security tag 		
Demonstrate how to call for help in an emergency		

INITIAL INTERVIEW

Orientated to the clinical area		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Review and discussion of Principles, Assessment Criteria and Essential Skills:		Student:	<input type="checkbox"/>	Preceptor:	<input type="checkbox"/>
Specific opportunities identified by the Preceptor/Co-preceptor that are available during this clinical placement:					
Learning needs identified by the midwifery student (refer to practice placement learning outcomes):					
Signature of Preceptor/Co-preceptor:		Signature of Student Midwife:		Date:	
Date set for intermediate interview:		CPC Present if applicable: Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		Signature of CPC:		Date:	
Comments (where appropriate):				Date:	
Designation:		Signature:			

INTERMEDIATE INTERVIEW

The Preceptor/Co-preceptor and student midwife review all Principles, Assessment Criteria and Essential Skills

Student self-assessment of progress to date and identify own learning needs for remainder of practice placement:		
Preceptor/Co-preceptor review of students' progress to date:		
Signature of Preceptor/Co-preceptor:	Signature of Student Midwife:	Date:
Student progressing satisfactorily: Yes <input type="checkbox"/> No <input type="checkbox"/> <i>If No, please complete Intermediate Learning Plan</i> Date of Final interview:	CPC Present if applicable: Yes <input type="checkbox"/> No <input type="checkbox"/> Signature of CPC: _____ Date: _____	
Comments (where appropriate): Designation: _____ Signature: _____		Date:

INTERMEDIATE LEARNING PLAN

- The student is required to reflect on his/her own learning to date
- The Preceptor/Co-Preceptor should review the students' progress in relation to the learning needs and learning opportunities identified at the initial interview and relate this progress in their MCAT
- The Preceptor/Co-Preceptor should if appropriate enact Step 1 of the protocol 'When a supernumerary student is having significant difficulties in meeting Performance Indicators in NCAD or Principles/Assessment Criteria in MCAT during a practice placement

Date:	Placement Area:	Unit:
<i>Please document the individual Principles, associated Assessment Criteria and any Essential Skills that the student is having difficulty achieving</i>		
Principles	Associated Assessment Criteria	Essential Skills
Action/Supports Needed		
Signature of Preceptor/Co-Preceptor:	Signature of Student Midwife:	Date/Time:
Signature of CPC (where appropriate):	Signature of Personal Tutor (where appropriate):	

INTERMEDIATE LEARNING PLAN - CONTINUED

The student must document below which learning need(s) are outstanding and with the Preceptor/ Co-Preceptor specify new learning need(s) and the supports and actions required to address these

FINAL INTERVIEW

The Preceptor/Co-preceptor and student midwife review all Principles, Assessment Criteria and Essential Skills

Student self-assessment of progress to date:		
Preceptor/Co-preceptor review:		
All Principles and Assessment Criteria achieved: Pass <input style="width: 30px; height: 20px;" type="checkbox"/> Fail <input style="width: 30px; height: 20px;" type="checkbox"/>	All Essential Skills List completed: Yes <input style="width: 30px; height: 20px;" type="checkbox"/> No <input style="width: 30px; height: 20px;" type="checkbox"/>	Date:
Signature of Preceptor/Co-Preceptor:	Signature of Student Midwife:	
Signature of CPC (where appropriate):	Signature of Personal Tutor (where appropriate):	
If the student has not attained the required Principles, Assessment Criteria and Essential Skills for this placement, the Preceptor/Co-Preceptor will document in detail each Principle, Assessment Criteria and Essential Skills not attained. The Preceptor/Co-Preceptor should enact Step 2 of the protocol 'When a supernumerary student is unsuccessful in their clinical Assessment'.		

FINAL INTERVIEW CONTINUED

The Preceptor/Co-Preceptor must document in detail each Principle, Assessment Criteria and Essential Skills that were ***not*** attained.

FOLLOW UP/FEEDBACK PAGE

Feedback from Preceptor/Co-Preceptor and other *midwives*, comment on key areas of progress and identify areas for development from the Principles, Assessment Criteria and Essential Skills. Please date, sign and print name for each entry

Signature:	Print Name:	Date:
Signature:	Print Name:	Date:
Signature:	Print Name:	Date:

FOLLOW UP/FEEDBACK PAGE

Ongoing feedback from Preceptor/Co-Preceptor and other *midwives*, comment on key areas of progress and identify areas for development from the Principles, Assessment Criteria and Essential Skills. Please date, sign and print name for each entry

Signature:	Print Name:	Date:
Signature:	Print Name:	Date:
Signature:	Print Name:	Date:

RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

This page may be completed by any Midwife/CPC or Academic Representative

Date/Time	Signature/Designation	Comments

RECORD OF ADDITIONAL CLINICAL SKILLS

This is an opportunity for the student midwife to record additional clinical skills that they have practised under the supervision of their Preceptor/Co-Preceptor/Registered Midwife

Date	Clinical Skill	Signature of Preceptor/Midwife

RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

Please give details of any teaching or discussion sessions attended whilst on clinical placement

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

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Please give details of any teaching or discussion sessions attended whilst on clinical placement

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

POSTNATAL

Name of Practice Placement - Unit/Ward:
Number of weeks in this Practice Placement:
Placement Dates:
Name of Preceptor:
Name of Co-Preceptor:
Name of Clinical Placement Co-ordinator (CPC):

**NMBI National Competence Assessment Document –
Year ONE Practice Placement Details, Attendance and Reflection Record**

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

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

Week 1 - Attendance Record

Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 1 - Reflection Record

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

Week 2 - Attendance Record					
Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 2 - Reflection Record			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

Week 3 - Attendance Record					
Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 3 - Reflection Record			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

Week 4 - Attendance Record					
Date					
Hours of duty:					
Midwifery student signature					
Preceptor signature					

Week 4 - Reflection Record			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

In each clinical placement all competencies and their associated assessment criteria must be assessed and passed successfully before the student can progress to the next year of the programme. On completion of the clinical placement, the student is deemed to have either passed or failed the competence/competencies.

Principle 1: Respect for the Dignity of the Person			
Competency 1: The midwife's practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
1.1. Participates with the midwife in recognising pregnancy and childbirth as a healthy and normal physiological event and a profound event in a woman's life.	<ul style="list-style-type: none"> Identifies how the physiological changes of pregnancy may affect the woman in her daily life. 		
1.2 Participates with the midwife in advocating on behalf of women and their babies to ensure their rights and interests are protected including the woman's right to choose how and where to give birth.	<ul style="list-style-type: none"> Identifies the options and choices of maternity care available to women in their local health service area. 		
1.3 Participates with the midwife in respecting the diversity of women and their families including their beliefs, values, choices and priorities.	<ul style="list-style-type: none"> Identifies diversity and displays respect for beliefs values choices and priorities that may affect the provision of care. 		
1.4 Participates with the midwife in providing sufficient evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby.	<ul style="list-style-type: none"> Uses appropriate language when providing information to a woman. 		

Principle 2: Professional Responsibility and Accountability			
Competency 2: The midwife practises in line with legislation and professional guidance and is responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in the EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2011) as adopted by Midwifery Board of Ireland (NMBI)			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
2.1 Participates with the midwife in acting at all times within the law, and follows the rules and regulations of the Midwifery Board of Ireland (NMBI) and other applicable bodies.	<ul style="list-style-type: none"> Has knowledge of the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021). Has knowledge of the Practice Standards for Midwives (NMBI 2022). 		
2.2 Works within the scope of practice for a first-year midwifery student and recognises their own level of knowledge, skills and professional behaviours.	<ul style="list-style-type: none"> Identifies own limitations in the clinical area and takes appropriate action if delegated a role or responsibility beyond level of competence. Demonstrates professional behaviour and standard of dress according to hospital policy. Demonstrates a responsible attitude to attendance and punctuality. 		

Principle 3: Quality of Practice			
Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
3.1 Participates with the midwife providing safe, competent, kind, compassionate and respectful care which is informed by best available evidence, knowledge and the experiences, preferences and values of the woman.	<ul style="list-style-type: none"> Observes and participates in all aspects of care. 		
3.2 Participates with the midwife in assessment, planning implementation and evaluation of care of women and their babies.	<ul style="list-style-type: none"> Observes and participates in the assessment and implementation of planned care. Recognise the physiological changes that must be considered when planning care. 		
3.3 Participates with the midwife in the assessment of maternal and neonatal wellbeing including the accurate monitoring and reporting of vital signs.	<ul style="list-style-type: none"> Performs systematic maternal neonatal assessment and documents findings. Accurately records vital signs of the woman neonate in the healthcare record. 		
3.4 Participates with the midwife in supporting and educating women with infant feeding practices which include protecting, promoting and supporting breastfeeding.	<ul style="list-style-type: none"> Promotes and supports breastfeeding. Respects and supports women's choice of infant feeding. 		
3.5 Participates with the midwife in complying with universal infection prevention and control measures.	<ul style="list-style-type: none"> Consistently demonstrates safe practice including the use of WHO's 5 Moments of Hand Hygiene and appropriate use of Personal Protective Equipment (PPE). 		

Principle 3: Quality of Practice			
Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
3.6 Participates with the midwife in the safe management of drug administration, monitoring effects and documenting appropriately in accordance with Midwifery Board of Ireland (NMBI) management guidance.	<ul style="list-style-type: none"> Observes and participates in the administration of medications and care of women receiving medication. 		
3.7 Participates with the midwife reflecting on their own practice and can begin to identify their own learning needs.	<ul style="list-style-type: none"> Reflects on own practice. Identifies own learning needs. 		
3.8 Participates with the midwife in Identifying the importance of national and local guidelines and policies in the provision of evidence-based care.	<ul style="list-style-type: none"> Identifies a key guideline/policy document appropriate to the clinical area and its relevance to care. 		
3.9 Demonstrating a willingness to learn from women, preceptor's midwives and colleagues.	<ul style="list-style-type: none"> Seeks opportunities and is proactive in their own learning. 		

Principle 4: Trust and Confidentiality:			
Competency 4: The midwife works in equal partnership with the woman and her family and establishes a relationship of trust and confidentiality			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
4.1 Participates with the midwife in ensuring that the woman and her baby are the primary focus of practice.	<ul style="list-style-type: none"> • Demonstrates dignity, respect, compassion and empathy for the woman and her family in a professional manner. • Includes the woman in plan of care and decision making by using appropriate language that is readily understood. • Obtains informed consent when providing midwifery care. 		
4.2 Participates with the midwife in providing care that is safe, evidence-based, supportive, responsive and compassionate taking into account the needs of the woman, her baby and her family.	<ul style="list-style-type: none"> • Provides midwifery care that is sensitive, kind, compassionate, supportive and recognises the diverse needs of the woman and her family. 		
4.3 Participates with the midwife in respecting the woman's right to privacy and confidentiality.	<ul style="list-style-type: none"> • Demonstrates awareness of the importance of confidentiality, privacy and safeguarding woman's records, data and database according to the legislation and woman's safety. 		

Principle 5: Collaboration with Others			
Competency 5: The midwife communicates and collaborates effectively with women, women's families and with the multidisciplinary healthcare team			
LEVEL: DIRECT SUPERVISION	Assessment Criteria	Preceptor date & sign	
		Pass	Fail
5.1 Participates with the midwife in providing information in a format that is understandable and accessible to all women and their families.	<ul style="list-style-type: none"> Shares information that is clear and accurate, at a level that women and their families can understand. Listens and communicates with women and their families in a manner that is kind, caring and compassionate. 		
5.2 Participates with the midwife in communicating appropriately and effectively with women and their families and with the multidisciplinary healthcare team.	<ul style="list-style-type: none"> Initiates a conversation with the woman and her family and uses language that is readily understood. Identifies members of the multidisciplinary healthcare team and their roles. Takes part in clinical handover. Demonstrates how to call for help in an emergency according to local policy. 		
5.3 Participates with the midwife in recording clinical practice in a manner which is clear objective, accurate and timely.	<ul style="list-style-type: none"> Documents care in a clear, concise and accurate manner in the healthcare record. 		

YEAR ONE: ASSESSMENT OF ESSENTIAL POSTNATAL SKILLS & KNOWLEDGE
ALL ESSENTIAL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT

ESSENTIAL SKILL	Student Self -assessment Date & Sign	Midwife Date & Sign
Demonstrate appropriate use of Personal Protective Equipment (PPE)		
Perform WHO's 5 Moments of Hand Hygiene		
Maternal History Review: <ul style="list-style-type: none"> • Past Medical/Surgical history • Previous Obstetric/Midwifery - Records/Antenatal/Labour • Plan of care 		
Perform and record Maternal Vital Signs: <ul style="list-style-type: none"> • Temperature • Pulse • Blood Pressure – Manual <input type="checkbox"/> • Blood Pressure - Dinamap <input type="checkbox"/> • Respirations • Oxygen saturations • Record vital signs on IMEWS 		
Assist in performing the full physical postnatal assessment on the woman: <ul style="list-style-type: none"> • Breasts • Uterus - Fundal height, tone and position • Vaginal loss - blood loss/ colour/amount/odour • Bladder – Passed urine • Bowel care – Ask questions re bowel habits • Legs – Observe for any oedema/ varicose veins • Wound – Caesarean section • Perineum – Intact/type of trauma/Episiotomy 		
Participate in ensuring maternal comfort needs are met, i.e.: <ul style="list-style-type: none"> • Appropriate hydration/ nutritional intake • Hygiene requirements • Assessment of pain 		

YEAR ONE: ASSESSMENT OF ESSENTIAL POSTNATAL SKILLS & KNOWLEDGE
ALL ESSENTIAL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT

ESSENTIAL SKILL	Student Self -assessment Date & Sign	Midwife Date & Sign
Maintain a safe environment – emergency call bell		
Demonstrate how to call for help in an emergency		
Participates in performing the newborn admission to the ward: <ul style="list-style-type: none"> • Review antenatal/labour history and Apgar scores • Check ID bands and security bands • Cord clamp secure • Passed meconium/urine 		
Participates in the daily examination and ongoing assessment of the newborn: <ul style="list-style-type: none"> • Physical examination: <ul style="list-style-type: none"> ○ Temperature – axilla ○ Heart rate ○ Respirations ○ Colour • Neurological examination: <ul style="list-style-type: none"> ○ Reflexes present (palmar grasp, sucking, rooting) ○ Tone ○ Appropriate feeding pattern ○ Sleep pattern • Elimination: <ul style="list-style-type: none"> ○ Passed meconium/urine 		
Participates in newborn care skills: <ul style="list-style-type: none"> • Eye care • Umbilical cord care • Newborn skin care • Nappy changing • Baby bathing 		
Observe the newborn examination undertaken by an appropriately trained Health Care Professional		

YEAR ONE: ASSESSMENT OF ESSENTIAL POSTNATAL SKILLS & KNOWLEDGE
ALL ESSENTIAL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT

ESSENTIAL SKILL	Student Self -assessment Date & Sign	Midwife Date & Sign
Observe the midwife giving discharge advice		
Supports women/partners to have skin-to-skin contact with their baby in a safe and unhurried environment		
Participates in care that supports women to keep their babies close to be able to respond to their feeding cues		
Participates and assists in the initiation of newborn feeding following birth		
Participates in showing a woman how to hand express breast milk		
Participates in explaining and discussing to a women and her partner how to sterilise equipment and make up a formula feed safely		

INITIAL INTERVIEW

Orientated to the clinical area		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Review and discussion of Principles, Assessment Criteria and Essential Skills:		Student:	<input type="checkbox"/>	Preceptor	<input type="checkbox"/>
Specific opportunities identified by the Preceptor/Co-preceptor that are available during this clinical placement:					
Learning needs identified by the midwifery student (refer to practice placement learning outcomes):					
Signature of Preceptor/Co-preceptor:		Signature of Student Midwife:		Date:	
Date set for intermediate interview:		CPC Present if applicable: Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		Signature of CPC:		Date:	
Comments (where appropriate):				Date:	
Designation:		Signature:			

INTERMEDIATE INTERVIEW

The Preceptor/Co-preceptor and student midwife review all Principles, Assessment Criteria and Essential Skills

Student self-assessment of progress to date and identify own learning needs for remainder of practice placement:

Preceptor/Co-preceptor review of students' progress to date:

Signature of Preceptor/Co-preceptor:

Signature of Student Midwife:

Date:

Student progressing satisfactorily: Yes ☐ No ☐

CPC Present if applicable: Yes ☐ No ☐

*If **No**, please complete Intermediate Learning Plan*

Date of Final interview:

Signature of CPC:

Date:

Comments (where appropriate):

Date:

Designation:

Signature:

INTERMEDIATE LEARNING PLAN

- The student is required to reflect on his/her own learning to date
- The Preceptor/Co-Preceptor should review the students' progress in relation to the learning needs and learning opportunities identified at the initial interview and relate this progress in their MCAT
- The Preceptor/Co-Preceptor should if appropriate enact Step 1 of the protocol 'When a supernumerary student is having significant difficulties in meeting Performance Indicators in NCAD or Principles/Assessment Criteria in MCAT during a practice placement

Date:	Placement Area:	Unit:
<i>Please document the individual Principles, associated Assessment Criteria and any Essential Skills that the student is having difficulty achieving</i>		
Principles	Associated Assessment Criteria	Essential Skills
Action/Supports Needed		
Signature of Preceptor/Co-Preceptor:	Signature of Student Midwife:	Date/Time:
Signature of CPC (where appropriate):	Signature of Personal Tutor (where appropriate):	

INTERMEDIATE LEARNING PLAN - CONTINUED

The student must document below which learning need(s) are outstanding and with the Preceptor/ Co-Preceptor specify new learning need(s) and the supports and actions required to address these

FINAL INTERVIEW

The Preceptor/Co-preceptor and student midwife review all Principles, Assessment Criteria and Essential Skills

Student self-assessment of progress to date:

Preceptor/Co-preceptor review:

All Principles and Assessment Criteria achieved:

Pass

☐

Fail

☐

All Essential Skills List completed:

Yes

☐

No

☐

Date:

Signature of Preceptor/Co-Preceptor:

Signature of Student Midwife:

Signature of CPC (where appropriate):

Signature of Personal Tutor (where appropriate):

If the student has **not** attained the required Principles, Assessment Criteria and Essential Skills for this placement, the Preceptor/Co-Preceptor must document in detail each Principle, Assessment Criteria and Essential Skills **not** attained. The Preceptor/Co-Preceptor should enact Step 2 of the protocol 'When a supernumerary student is unsuccessful in their clinical Assessment'.

FINAL INTERVIEW CONTINUED

The Preceptor/Co-Preceptor must document in detail each Principle, Assessment Criteria and Essential Skills that were ***not*** attained.

FOLLOW UP/FEEDBACK PAGE

Feedback from Preceptor/Co-Preceptor and other *midwives*, comment on key areas of progress and identify areas for development from the Principles, Assessment Criteria and Essential Skills. Please date, sign and print name for each entry

Signature:	Print Name:	Date:
Signature:	Print Name:	Date:
Signature:	Print Name:	Date:

FOLLOW UP/FEEDBACK PAGE

Ongoing feedback from Preceptor/Co-Preceptor and other **midwives**, comment on key areas of progress and identify areas for development from the Principles, Assessment Criteria and Essential Skills. Please date, sign and print name for each entry

Signature:	Print Name:	Date:
Signature:	Print Name:	Date:
Signature:	Print Name:	Date:

RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

This page may be completed by any Midwife/CPC or Academic Representative

Date/Time	Signature/Designation	Comments

RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

This page may be completed by any Midwife/CPC or Academic Representative

Date/Time	Signature/Designation	Comments

RECORD OF ADDITIONAL CLINICAL SKILLS

This is an opportunity for the student midwife to record additional clinical skills that they have practised under the supervision of their Preceptor/Co-Preceptor/Registered Midwife

Date	Clinical Skill	Signature of Preceptor/Midwife

RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

Please give details of any teaching or discussion sessions attended whilst on clinical placement

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

Please give details of any teaching or discussion sessions attended whilst on clinical placement

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

Teaching/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/discussion session: Signature of Student Midwife:	Date:

MCAT SUMMARY SHEET – PROGRESS REVIEW

To be completed by the Personal Tutor in the University

Full Student Name:		
Student College ID Number:		
Antenatal Module Code: _____ Pass <input type="checkbox"/> Fail <input type="checkbox"/> Clinical Time complete: Yes: <input type="checkbox"/> No: <input type="checkbox"/> If ' No ' hours outstanding:	Intranatal Module Code: _____ Pass <input type="checkbox"/> Fail <input type="checkbox"/> Clinical Time complete: Yes: <input type="checkbox"/> No: <input type="checkbox"/> If ' No ' hours outstanding:	Postnatal Module Code: _____ Pass <input type="checkbox"/> Fail <input type="checkbox"/> Clinical Time complete: Yes: <input type="checkbox"/> No: <input type="checkbox"/> If ' No ' hours outstanding:
Clinical Record Book Reviewed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Medication Management Workbook Reviewed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Overall Clinical Time Complete: Yes: <input type="checkbox"/> No: <input type="checkbox"/> If ' No ' hours outstanding:
Personal Tutor Print Name:		Date:
Personal Tutor Signature:		

References

Nursing and Midwifery Board of Ireland (2015) *Scope of Nursing and Midwifery Practice Framework*. Nursing and Midwifery Board of Ireland, Dublin

Nursing and Midwifery Board of Ireland (2022). *Practice Standards for Midwives*. Nursing and Midwifery Board of Ireland, Dublin

Nursing and Midwifery Board of Ireland (2022). *Midwife Registration Programme Standards and Requirements* (5th ed.). Nursing and Midwifery Board of Ireland, Dublin.

Nursing and Midwifery Board of Ireland (2021). *The Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives*. Nursing and Midwifery Board of Ireland, Dublin.

APPENDICES

1. Programme Requirements for Progression and Description of Outcomes for Supernumerary Clinical Modules
2. Protocol for BSc Nursing and Midwifery Students Wishing to Avail of Compassionate Leave Whilst on Supernumerary Practice Placement and Internship Placement
3. Protocol on Non-Compliance with Absence Reporting Procedure While on Supernumerary Practice Placement
4. Protocol on The Presentation National Clinical Assessment Document (NCAD) / Midwifery Competency Assessment Tool (MCAT) To UCD Personal Tutors
5. Staff Guidelines for Responding to Clinical or Academic Issues Raised by UCD BSc or Higher Diploma Nursing and Midwifery Student(s)
6. This Protocol Pertains to The Following Events: a) When a supernumerary student is having significant difficulties in meeting performance indicators in the National Clinical Assessment Document (NCAD) or assessment criteria in the Midwifery Competence Assessment Tool (MCAT) during a practice placement b) When a supernumerary student is unsuccessful in their practice placement assessment
7. Undergraduate students: overview of supports and policies for managing student health and wellbeing.



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

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

Programme Derogations

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

Derogation 1

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

Derogation 2

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

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

Derogation 3

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

Description of Outcomes for Supernumerary Clinical Modules

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

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

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

ABS	<p>Failure to attend and/or present a completed National Competence Assessment Document to the UCD personal tutor, with no evidence of extenuating circumstances</p> <p>Failure to attend and/or present a completed Midwifery Competence Assessment Tool to the UCD personal tutor, with no evidence of extenuating circumstances.</p> <p>Remediation Strategy:</p> <ul style="list-style-type: none"> • No Grade is treated the same as a fail grade and considered as a clinical attempt. • The student is required to repeat the clinical module.
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Protocol for BSc Nursing and Midwifery Students Wishing to Avail of Compassionate Leave Whilst on Supernumerary Practice Placement and Internship Placement

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

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

Supernumerary Practice Placement

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

Internship Practice Placement

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

Student may need to refer to UCD Policies

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



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

Introduction

Practice placements are an integral part of the BSc (Nursing) and the BSc (Midwifery) degree programmes. They are a mandatory requirement in order to ensure that each student meets the Nursing and Midwifery Board of Ireland (NMBI) minimum registration requirements in respect of clinical instruction and the academic requirements of the programme. Full attendance is mandatory on all practice placements. This protocol outlines the procedure to be followed in if a student fails to follow the process in the host organization for reporting absence(s) from a practice placement.

Procedure

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

- **Step 1**
On receiving notification from the health care partner that a student has not complied with the absence reporting procedure while on supernumerary clinical placement, the UCD personal tutor should advise the student of the importance of adhering to absence reporting procedures in the host organisation. The UCD personal tutor should also inform the relevant UCD SNMHS Programme Director who will inform the Programme Office where the absence will be recorded.
- **Step 2**
If the student does not comply with the absence reporting procedure while on supernumerary clinical placement on a second occasion, the Programme Director will write to the student informing them of the importance of complying with absence reporting procedures and that any further breaches will be referred to the Associate Dean for Undergraduate Programmes. The Programme Director informs the Programme Office where the absence will be recorded.
- **Step 3**
If the student does not comply with the absence reporting procedure while on supernumerary clinical placement on a third occasion, the Associate Dean for Undergraduate Programmes will meet with the student to discuss and advise the student that their continuation on the programmes will be brought to the UCD SNMHS Programme Board for consideration. The student will also be advised that they will be offered an opportunity to write to the Chair of the Programme Board with any information that they wish to have taken into account.

The following policies have informed this protocol:

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



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

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

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

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

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

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

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

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



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/Acting Director of Nursing (ADON) or Midwifery or Director of Midwifery or Acting Director of Midwifery (ADOM), as appropriate, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Director of Nursing or Director of Midwifery and the Practice Development Coordinator/CNM 3 or the Director of the CNE will agree procedures as to how major concerns will be investigated and addressed.
- The Practice Development Coordinator/CNM 3 or the Director of CNE will dialogue and agree a course of action with the Associate Dean for Undergraduate Programmes, Undergraduate Director of Clinical Studies and Programme Director of the UCD SNMHS with information about the steps being taken, including the policies, guidelines or protocols governing the response. The relevant policy, guideline or protocol will inform next steps.

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

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

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



This Protocol Pertains to The Following Events:

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

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

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

Distinction in Progression Requirements

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

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

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

Step 1 – Mid Interview 'Learning Plan' NCAD Intermediate Interview 'Learning Plan' MCAT

- If the student is having significant difficulties in achieving domains/performance indicators in the NCAD or principles/ assessment criteria in the MCAT it is vital that these difficulties are identified as early as possible in order to allow time for improvement within that practice placement period.
- As soon as significant difficulties in meeting domains/performance indicators in the NCAD or principles/assessment criteria in the MCAT are identified they should be formally addressed with the student. The preceptor will prepare a plan to support the student to address the domains/performance indicators in the NCAD or principles/assessment criteria in the MCAT that require improvement during the remaining weeks of that placement. The student may contact their UCD Personal tutor for support as soon as there are difficulties in meeting domains/ performance indicators in the NCAD or principles/assessment criteria in the MCAT.

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

Step 2 - Final Meeting NCAD Final Interview MCAT

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

Step 3 - Implementing a 'Final Learning Plan' Following an 'Unsuccessful' Practice Placement¹

- The student, CPC, UCD personal tutor/ nominee and preceptor² will arrange to meet (if possible, by the end of the practice placement but normally within two weeks of the end of the practice placement).
- The purpose of this meeting is to discuss with the student their learning needs and draw up a 'Final Learning Plan' that will guide and support them in their subsequent clinical learning. (These documents are available from the UCD School Office).

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

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

This 'Final Learning Plan' will identify the student's learning needs and guide them in areas that require further development during both their subsequent and repeat practice placements.

- During the final learning plan meeting the UCD personal tutor should advise the student of the following important considerations which should be documented as actions in the final learning plan.
- In the case of the 'repeat' practice placement, it is mandatory that the student presents their 'final learning plan' to their new preceptor so that they can avail of the required support.
- The subsequent practice placement is not always the 'repeat practice placement'. However, in order for the student to maximise the benefits of their learning plan and improve their practice learning outcomes in both the medium and long term, they are expected to discuss their learning needs (as outlined in the Learning Plan) with their next preceptor in their subsequent practice placement. The UCD personal tutor should emphasise that the domains of competence are pertinent across all practice placements / assessments. It should also be emphasised that the opportunity to receive early support from a preceptor is in the best interest of the student.
- The 'Final Learning Plan' will be agreed and duplicated so that the student, CPC & UCD personal tutor retains a copy.

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

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

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

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

learning needs and the areas in which the student requires additional support. The mid interview (NCAD) / intermediate interview (MCAT) initiates the same protocol as step 1 if the student is having significant difficulties.

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

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

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

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

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

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

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

Step 8 - Repeat Clinical Placement Final and 3rd Attempt

- The student is offered a third and final opportunity to repeat the practice placement/ clinical module.
- As early as is convenient on practice placement, the student, CPC and new preceptor will hold a preliminary interview / initial interview with the student⁴.
- During this meeting the student must present the 'Final Learning Plan' to their new preceptor, outlining their documented learning needs and the areas in which the student requires additional support.
- The mid interview /initial interview initiates the same protocol as step 1 if the student is having significant difficulties. This is the student's final opportunity in the practice placement/clinical module. The UCD personal tutor/UCD nominee in their supportive role shall engage with the student at a convenient time soon after the mid interview/intermediate interview.
- If a student does not meet the required domains /performance criteria in the NCAD or principles/ assessment criteria in the MCAT in a repeat practice placement, the final meeting follows the same protocol as outlined in step 2.

³ Students can contact the UCD SNMHS school office to organise the collection of a new NCAD/MCAT. ⁴ In an exceptional circumstance that a CPC cannot attend the preliminary interview of a practice placement that is the student's final opportunity, the UCD personal tutor/UCD nominee will be informed of this and will attend.

- Presentation of NCAD/MCAT to the personal tutor is mandatory.
- A student being unsuccessful in this third 'final' repeat attempt, the student will be considered ineligible to continue in the nursing/midwifery programme.
- No subsequent attempt can be considered except with written agreement of Director of Nursing/Midwifery of the Allied Healthcare Providers and through application to the Taught Governing Board



UCD School of Nursing, Midwifery and Health Systems

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 Programmes

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

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

PPAO also administer 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 students GP or other existing supports that the student already engages with.
- UCD Health and Safety. Information available [here](#)
- The UCD Student Health Service. Information available [here](#)
- UCD Student Counselling Service. Information available [here](#)
- 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 [here](#)
- UCD Access and Lifelong Learning. Information available [here](#)

- UCD Equality, Diversity and Inclusion Dignity & Respect Support Service. Information available [here](#)
- UCD Students' Union Sabbatical Officers. Information available [here](#)
- UCD Student Mental Health and Wellbeing Policy. Information available [here](#)
- UCD Chaplaincy. Information available [here](#)
- Healthy UCD. Information available [here](#)
- UCD James Joyce Library Life Skills Collection. Information available [here](#)
- Extenuating Circumstances Policy. Information available [here](#)
- Leave of Absence Policy. Information available [here](#)
- 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 [here](#). It is supported by the SNMHS *Programme Fitness to Practise Statement* available [here](#). The *UCD Fitness to Continue in Study Process Map* is available [here](#). It provided an overview of the process and personal responsible.

FINAL LEARNING PLAN - FOLLOWING AN UNSUCCESSFUL CLINICAL ASSESSMENT

Purpose: To discuss with the student their learning needs and draw up a ***Final Learning Plan*** that will guide and support them in their subsequent clinical learning.

The Personal Tutor is responsible to bring the 'Final Learning Plan' document to the meeting and ensure all parts are completed

Date:	Placement Area:	Unit:
<i>Please document the individual principles, associated assessment criteria and any essential skills that were not attained</i>		
Principles	Associated Assessment Criteria	Essential Skills
Action/Supports Needed		
Signature of Preceptor/Co- Preceptor:	Signature of Student Midwife:	Date/Time:
Signature of CPC:	Signature of Personal Tutor:	

FINAL LEARNING PLAN – CONTINUED

Please document the individual principles, associated assessment criteria and any essential skills that were ***not*** attained

FINAL LEARNING PLAN - FOLLOWING AN UNSUCCESSFUL CLINICAL ASSESSMENT

Purpose: To discuss with the student their learning needs and draw up a **Final Learning Plan** that will guide and support them in their subsequent clinical learning.

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<i>Please document the individual principles, associated assessment criteria and any essential skills that were not attained</i>		
Principles	Associated Assessment Criteria	Essential Skills
Action/Supports Needed		
Signature of Preceptor/Co- Preceptor:	Signature of Student Midwife:	Date/Time:
Signature of CPC:	Signature of Personal Tutor:	

FINAL LEARNING PLAN – CONTINUED

Please document the individual principles, associated assessment criteria and any essential skills that were ***not*** attained

FINAL LEARNING PLAN - FOLLOWING AN UNSUCCESSFUL CLINICAL ASSESSMENT

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Date:	Placement Area:	Unit:
<i>Please document the individual principles, associated assessment criteria and any essential skills that were not attained</i>		
Principles	Associated Assessment Criteria	Essential Skills
Action/Supports Needed		
Signature of Preceptor/Co- Preceptor:	Signature of Student Midwife:	Date/Time:
Signature of CPC:	Signature of Personal Tutor:	

FINAL LEARNING PLAN – CONTINUED

Please document the individual principles, associated assessment criteria and any essential skills that were not attained

Acknowledgements:

This National Midwifery Competency Assessment Tool (MCAT) has been developed by the Midwifery Competency Assessment Tool Working Group in the Nursing and Midwifery Board of Ireland (NMBI) and Barbara Lloyd Assistant Professor/Lecturer in Midwifery in University College Dublin, in collaboration with clinical partners, preceptors/midwives, academic staff and students across Ireland.

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