

BSc (Hons) in Mental Health Nursing Practice Placement - Year Four (Supernumerary)



Bord Altranais agus
Cnáimhseachais na hÉireann

Nursing and Midwifery Board
of Ireland



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive



Saint John of God Hospital

Full nursing student name (as per candidate register):

Nursing student college ID number:

Higher education institution:

**National Competence
Assessment Document
for the Undergraduate
Mental Health Nursing
Student**

(2023)

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

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

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Your Practice Placement

*“Clinical placements ... are where the world of nursing (midwifery) comes alive”
(Levett-Jones & Bourgeois, 2009, p.3).*

WHAT TO EXPECT

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

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

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

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

Recommended reading (available from the Health Sciences Library)

Levett-Jones T. and Bourgeois, S. (2009) *The Clinical Placement: A Nursing Guide* (2nd ed). Bailliere Tindall, (London).

Who To Turn To?

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

Practice Placement Supports

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

UCD SNMHS Supports

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

Please insert the following details:

Name of **UCD Personal Tutor**: _____

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

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

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

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

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

Practice Placement Documentation

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

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

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

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

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

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

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

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

Clinical Assessment Protocol

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

Regulations for Progression into Any Stage/Year of The Programme

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

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

Regulations for Assessment of Practice Placement Modules

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

Regulations Regarding Attendance

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

All Students Should Be Familiar with The Following Documents (See Appendix)

- UCD Information Handbook for Students with particular reference to the section on Student Conduct on Work Placements.
- Programme Outline, which contains details of the assessment schedules.
- Nurse Registration Programmes Standards and Requirements (2016) (Fourth Edition) Nursing Midwifery of Ireland.
- Protocol on the presentation of undergraduate clinical modules.
- Protocol in the following event: When a supernumerary student is having significant difficulties in meeting standards during a clinical placement and when a supernumerary student is unsuccessful in their clinical placement.
- Protocol for nursing/midwifery students wishing to avail of compassionate leave whilst on supernumerary clinical placement and internship placement.

Steps To Be Followed in The Clinical Assessment Protocol

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

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

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

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

Figure 1 (page 9) provides a guide to help you with your evaluation
(Nursing and Midwifery Board of Ireland (NMBI), 2019).

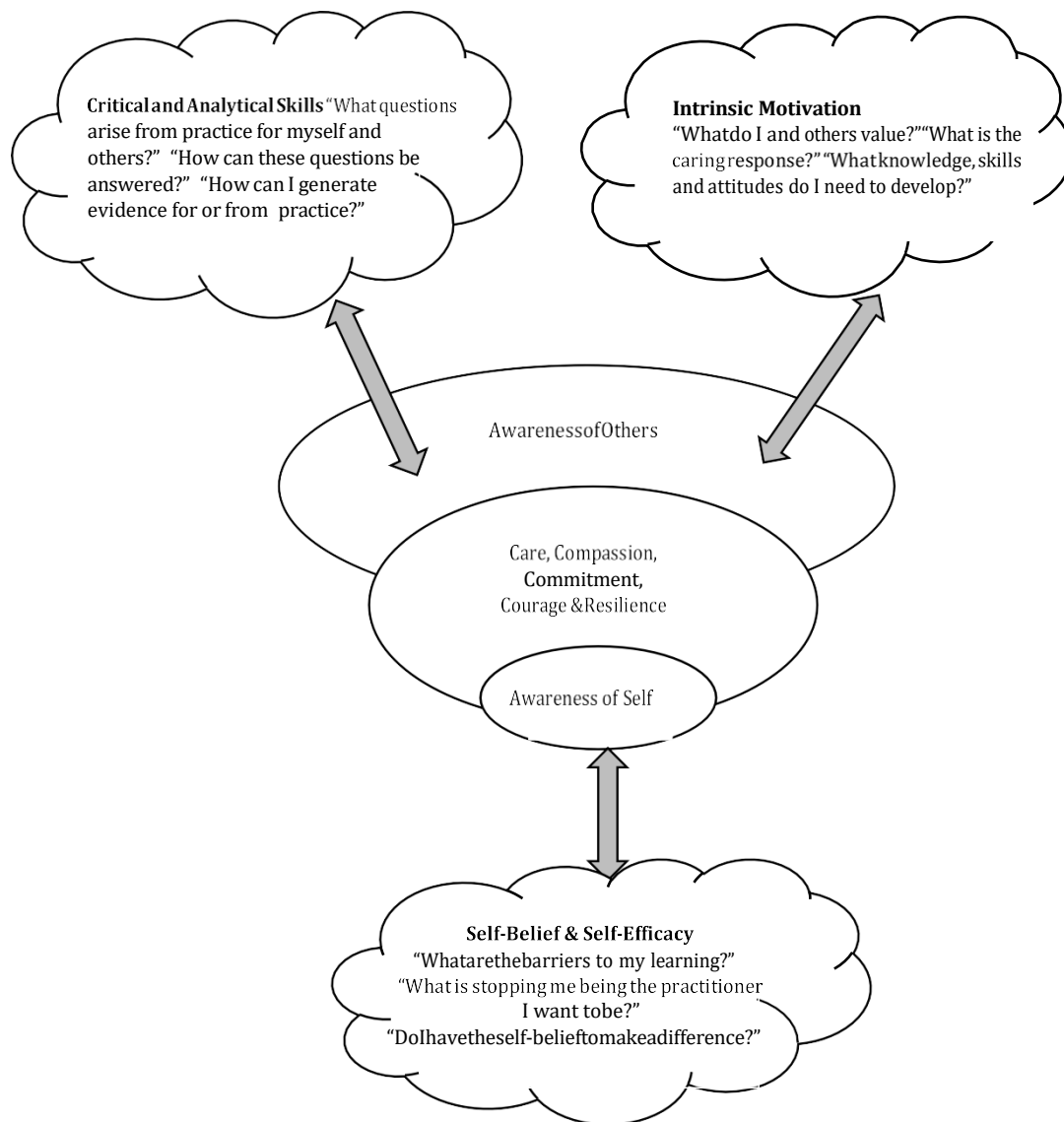
A learning outcome states what you hope to learn during the placement, and it should build on the knowledge, skills, and professional values that you have learnt on previous practice placements while also addressing the six domains of competence. It is your responsibility to determine and write learning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

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

FIGURE 1

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

A guide to help you with your self-evaluation



Sources: (McLean, 2012)

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

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

References

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

Preceptorship E- Learning Programme

Year 4 (Supernumerary) Practice Placement

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

- On successful completion, please download the HSeLanD Preceptor Programme Certificate and staple to this page in your NCAD.
- This certificate will be reviewed by your personal tutor on presentation of your year 4 supernumerary practice placement documents.
- Failure to present this certification will lead to an incomplete grade for this year 4 supernumerary practice placement.

Therapeutic Management of Violence

Educational Programme

This compulsory program is essential for your role as a registered Mental Health Nurse and is part of the Mental Health Commission Judgement and Standards Framework.

Therefore 100% attendance is essential. As this is part of the Mandatory Training portfolio of your training hospital it will be counted as your practice placement hours.

If in the remarkable instance that you miss any time on this program, this will need to be repeated the next time the course is being rolled out and will delay your receipt of your record of completion of the program.

Attendance	5 days
Signature of the facilitator	

**NMHS33770 – PRACTICE PLACEMENT 4
(Mental Health Nursing)**

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

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY)
Signature Bank

PRECEPTORS/ ASSOCIATE PRECEPTORS/ REGISTERED NURSES
SIGNATURE SHEET

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

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

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

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

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

Attendance Record						
Week 1	Date:					
	Hours of Duty:					
	Nursing student signature					
	Preceptor signature					
Week 2	Date:					
	Hours of duty:					
	Nursing student signature					
	Preceptor signature					
Week 3	Date:					
	Hours of Duty:					
	Nursing student signature					
	Preceptor signature					
Week 4	Date:					
	Hours of Duty:					
	Nursing student signature					
	Preceptor signature					
Week 5	Date:					
	Hours of Duty:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Hours of Duty:					
	Nursing student signature					
	Preceptor signature					

**NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY)
Self-Evaluation**

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

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

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

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

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

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

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY)

PRACTICE PLACEMENT: PRELIMINARY INTERVIEW

(Must be completed within the first 2 days)

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

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY)

PRACTICE PLACEMENT: MID INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor:

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

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

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

INTERMEDIATE MEETING (LEARNING PLAN)
Practice Placement Mental Health Nursing

Student Name:	Student Number:
Placement:	Dates from: _____ to _____
<ul style="list-style-type: none"> The preceptor should if appropriate enact Step 1 of the protocol '<i>When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Clinical Placement.</i>' 	
Domain 1: Professional Values and Conduct of the Nurse Competences	
Domain 2: Nursing Practice and Clinical Decision-Making Competences	
Domain 3: Knowledge and Cognitive Competences	
Domain 4: Communication and Interpersonal Competences	
Domain 5: Management and Team Competences	
Domain 6: Leadership Potential and Professional Scholarship Competences	
Nursing Student Signature:	Date:
Preceptor/Associate Preceptor signature:	Date:
CPC signature (if appropriate):	Date:

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

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

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

REFLECTIVE PRACTICE: NURSING STUDENT REFLECTION USING GIBBS MODEL OF REFLECTION (1988)

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

Description – What happened?

Feelings – What were you thinking and feeling?

Evaluation – What was good and bad about the experience?

Analysis – What sense can you make of the situation?

Conclusion – What else could you have done?

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

Nursing student signature		Date:	
Preceptor/Associate Preceptor signature		Date:	

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

PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year Four Level of Competence)

These are sample progress notes and will be operationalised in each HEI in accordance with local policy and procedures.

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

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY)

Six Domains of Competence

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

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

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

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

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

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

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

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

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

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

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

Yes = ✓ : Competence achieved.

No = X : Competence not achieved.

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

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

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

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

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION-MAKING COMPETENCES

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

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

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

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

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

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

DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

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

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

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

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

DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

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

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

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

DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCES

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

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

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

DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES

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

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

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

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

PRACTICE PLACEMENT: FINAL INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor:

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

Competency achieved (Please Circle as Appropriate)

Yes		No*	
Preceptor signature			
Nursing student signature			
Date			

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

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

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

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

NMHS33770 – PRACTICE PLACEMENT 4 (Mental Health Nursing)

SHORT PRACTICE PLACEMENT (3 weeks or less)

**NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY)
Signature Bank**

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

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

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

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

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

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

PRACTICE PLACEMENT

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

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

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY)
Self-Evaluation

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

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/ Supervisor in accordance with the practice placement learning outcomes. See Appendix 1 in Guidelines for the National Competence Assessment Document.

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

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

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

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

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

PRACTICE PLACEMENT: PRELIMINARY INTERVIEW

(Must be completed within the first 2 days)

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

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

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

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

*The nursing student, Preceptor/ CPC/ Link Academic Staff/ Supervisor must ensure that **Children, Persons, Service Users or Staff are not identifiable in the reflective writing piece.**

REFLECTIVE PRACTICE: NURSING STUDENT REFLECTION USING GIBBS MODEL OF REFLECTION (1988)

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

Description – What happened?

Feelings – What were you thinking and feeling?

Evaluation – What was good and bad about the experience?

Analysis – What sense can you make of the situation?

Conclusion – What else could you have done?

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

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

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

PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year Four Level of Competence)

These are sample progress notes and will be operationalised in each HEI in accordance with local policy and procedure.

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

NMBI National Competence Assessment Document – YEAR FOUR (SUPERNUMERARY)

Six Domains of Competence

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

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

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

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

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

In Year 4/ 4.5, at the end of the supernumerary practice placement, nursing students have to achieve all domains and all indicators at Identification level in line with local HEI's policy and procedures.

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

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

SUPERNUMERARY: ADVANCED BEGINNER	Achieved	Not Achieved	Registered Nurse Signature
<u>Domain 1: Professional values and conduct of the nurse competence</u> Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect, and empathy as a basis for upholding the professional values of nursing and identity as a nurse			
<u>Domain 2: Nursing practice and clinical decision-making competence</u> Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the person and their family.			
<u>Domain 3: Knowledge and cognitive competence</u> Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.			
<u>Domain 4: Communication and interpersonal competence</u> Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings			
<u>Domain 5: Management and team competence</u> Using management and team competences in working for the person's wellbeing, recovery, independence, and safety through the recognition of the collaborative partnership between the person, family, and multidisciplinary healthcare team			
<u>Domain 6: Leadership potential and professional scholarship competence</u> Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skill and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development			

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

PRACTICE PLACEMENT: FINAL INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor/ Supervisor:

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

Competence achieved (Please Circle as Appropriate)

Yes		No**	
Preceptor/Associate Preceptor/ Supervisor* signature			
Practitioner Registered with NMBI signature			
Nursing student signature			
Date			

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

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

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

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

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

APPENDICES



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

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

Programme Derogations

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

Derogation 1

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

Derogation 2

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

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

Derogation 3

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

Description of Outcomes for Supernumerary Clinical Modules

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

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

No Grade (NM)	<p>Failure to attend and/or present a completed National Competence Assessment Document to the UCD personal tutor, with no evidence of extenuating circumstances</p> <p>Failure to attend and/or present a completed Midwifery Competence Assessment Tool to the UCD personal tutor, with no evidence of extenuating circumstances.</p> <p>Remediation Strategy:</p> <ul style="list-style-type: none"> • No Grade is treated the same as a fail grade and considered as a clinical attempt. • 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

1. 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.
2. 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.
3. 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.
4. 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

5. Extenuating Circumstances:
6. Late Submission of Course Work
7. 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 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 (NG)	<p>ABS and NG is treated as a fail grade and a clinical attempt. The student will need to undertake a repeat placement which is a second and final attempt and will incur a repeat fee.</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 programme.



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.

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

protocol will inform next steps.

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

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

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



This Protocol Pertains to The Following Events:

- a) **When a Supernumerary Student Is Having Significant Difficulties in Meeting Performance Indicators in the National Clinical Assessment Document (NCAD) or Assessment Criteria in the Midwifery Competence Assessment Tool (MCAT) During A Practice Placement**
- b) **When A Supernumerary Student is Unsuccessful in Their Clinical Assessment**

BSc General Nursing

BSc Mental Health

Nursing BSc Midwifery

BSc Children's & General Nursing

Distinction in Progression Requirements

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

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

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

- If the student is having significant difficulties in achieving domains/performance indicators in the NCAD or principles/ assessment criteria in the MCAT it is vital that these difficulties are identified as early as is possible in order to allow time for improvement within that practice placement period.
- As soon as significant difficulties in meeting domains/performance indicators in the NCAD or principles/assessment criteria in the MCAT are identified they should be formally addressed with the student. The preceptor will prepare a plan to support the student to address the domains/performance indicators in the NCAD or principles/assessment criteria in the MCAT that require improvement during the remaining weeks of that placement. The student may contact their UCD Personal tutor for support as soon as difficulties in meeting domains/ performance indicators in the NCAD or principles/assessment criteria in the MCAT.
- A 'mid interview learning plan' is developed with the student. In this plan detailed notes of the students learning needs and the proposed actions to address these needs are made. This learning plan should be written in the NCAD/MCAT.
- The UCD personal tutor may attend this interview.
- Students experiencing significant difficulties on practice placements where an

Mid interview is not scheduled (practice placements of 3 weeks and less) must have a formal mid interview organised. The steps pertaining to a formal Mid Interview 'Learning Plan' will apply. An additional intermediate form is available in the appendix NCAD/ MCAT document. Otherwise, the student can request this form from the CPC or UCD Programme Office.

- The CPC will support this student throughout the placement and focus on their learning needs. They will also contact and inform the UCD personal tutor of the specific issues raised. The student is advised to contact their UCD personal tutor for additional support if they have not already done so.
- It is advisable that the preceptor document any further meetings/observations with this student in the period between the mid and final interview. This can be documented briefly giving dates and a brief description of the support offered and this too should be documented at the end of the 'Mid Interview Learning Plan'.

Step 2 - Final Meeting NCAD Final Interview MCAT

- Subsequent to the final meeting, if the student has not met the required domains/ performance indicators in the NCAD or principles / assessment criteria in the MCAT for that placement, the preceptor will inform the CPC who will in turn inform the UCD personal tutor by e-mail.
- The CPC may be present for the final meeting if requested by the student or preceptor or UCD personal tutor.
- The UCD personal tutor may attend this interview.
- A record of the ways in which the student has not met the domains/ performance indicators in the NCAD or principles/ assessment criteria in the MCAT will be documented in detail by the preceptor in the final interview outcome sheet in the NCAD/MCAT.
- Students can prepare for step 3. A copy of the 'Final Learning Plan' is included in the appendix of the NCAD/MCAD. 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 Placement¹⁵.

- The student, CPC, UCD personal tutor/ nominee and preceptor¹⁶ will arrange to meet (if possible, by the end of the practice placement but normally within two weeks of the end of the practice placement).
- The purpose of this meeting is to discuss with the student their learning needs and draw up a 'Final Learning Plan' that will guide and support them in their subsequent clinical learning. (These documents are available from the UCD Programme Office).

¹⁵ 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

¹⁶ 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 retain a copy.

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

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

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

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

- The mid interview initiates the same protocol as step 1 if the student is having significant difficulties.
- If a student does not meet the required domains / performance indicators in the NCAD or principles/ assessment criteria in the MCAT in this repeat practice placement, the final meeting follows the same protocol as outlined in step2.

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

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

*A supernumerary practice placement (3rd attempt) requires a new NCAD/MCAD and is of the same duration as the original practice placement (i.e., a 6-week original practice placement will be a 6 week repeat placement)¹⁷.

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

The student presents this NCAD/MCAT to their personal tutor at an agreed date. The student must also proceed to UCD SNMHS Allocations Office to submit the details of subsequent practice placement requirements.

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

Step 8 - Repeat Clinical Placement Final and 3rd Attempt

- The student is offered a third and final opportunity to repeat the practice placement/ clinical module.
- As early as is convenient on practice placement, the student, CPC, and new preceptor will hold a preliminary interview with the student¹⁸.
- During this meeting the student must present the 'Final Learning Plan' to their new preceptor, outlining their documented learning needs and the areas in which the student requires additional support.
- The mid interview initiates the same protocol as step 1 if the student is having significant difficulties. This is the student's final opportunity in the practice placement/clinical module the UCD personal tutor/UCD nominee in their supportive role shall meet the student at a convenient time soon after the mid interview.
- If a student does not meet the required domains /performance criteria in the NCAD or principles/ assessment criteria in the MCAT in a repeat practice placement, the final meeting follows the same protocol as outlined in step 2.

¹⁷ Students can contact the UCD SNMHS programme office to organise the collection of a new NCAD/MCAT.

¹⁸ 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/MCAD to the personal tutor is mandatory.
- A student being unsuccessful in this third 'final' repeat attempt the student will be considered ineligible to continue in the nursing/midwifery programme.
- No subsequent attempt can be considered except with written agreement of Director of Nursing/Midwifery of clinical partner site and through application to the Programme Board

FINAL LEARNING PLAN

FOLLOWING AN UNSUCCESSFUL PRACTICE ASSESSMENT

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

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

PART 1: UNSUCCESSFUL PRACTICE ASSESSMENT DETAILS

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

PART 2: LEARNING PLAN

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

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

Learning needs	Actions/supports	Related Domains and standards

Learning needs	Actions/supports	Related Domains and standards

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

[illegible]

Block	Capitals	Signature
Student		
Preceptor		
Personal Tutor		
CPC		
		Date :