

BSc in Children's and General Nursing Practice Placement Year One



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



Full Nursing Student Name (as per Candidate Register):

Nursing Student College ID Number:

Higher Education Institution:

**National
Competency
Assessment
Document for the
Undergraduate
Children's and
General Nursing
Student**

Year 1 = Stage 1

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Instructions for Use

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

INSTRUCTIONS FOR USE	
It is my responsibility to ensure that I have the correct documentation prior to going on clinical placements. i.e., National Competence Assessment Tool Year 1 (NCAD) documentation.	<input type="checkbox"/>
It is my responsibility to check ARC for information regarding transport links, start times and orientation dates/times for all placements.	<input type="checkbox"/>
It is my responsibility to bring Record of Health Screening and Vaccination Programme Logbook on relevant placements as outlined in ARC .	<input type="checkbox"/>
I will always carry this document with me while on clinical placements.	<input type="checkbox"/>
It is my responsibility to complete practice placement: self-evaluation of learning needs and expectations for each practice placement and use this as a guide for my learning.	<input type="checkbox"/>
It is my responsibility to ensure that the preceptor/co-preceptor signs the Signature Bank before signing performance indicators.	<input type="checkbox"/>
It is my responsibility to ensure that the Daily Record of Attendance is signed at the end of each shift by the preceptor/clinical nurse manager/nurse in charge of shift.	<input type="checkbox"/>
It is my responsibility to ensure that I have arranged a date for a Preliminary Interview . It is carried out at the beginning of the practice placement in order to discuss the learning opportunities and performance indicators to be attained during the practice placement.	<input type="checkbox"/>
It is my responsibility to ensure that I have arranged a date for a Mid-Interview . It is carried out to discuss progress during the practice placement. My attendance is also reviewed at this meeting.	<input type="checkbox"/>
It is my responsibility to ensure that I have arranged a date for a Final Interview . A final interview is carried out at the end of the practice placement in order review performance indicators and skills attained and 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. 	
<p>I have read and understood the above instructions for NCAD Stage/Year 1.</p> <p>Student Signature: _____ Date: _____</p>	

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 first clinical 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 are 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 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). London: Bailliere Tindall.

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.

Clinical 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 Academic Advisor.

UCD SNMHS Supports

- UCD Academic Advisor
 - Offers assistance to you on matters, academic, clinical and personal. Your academic advisor will not routinely visit you when you are on placement, but if you are encountering any difficulties, they are available to support you. Your UCD academic advisor 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 your UCD academic advisor.

Please insert the following details:

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

Practice Placement Documentation

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

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

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

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

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

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

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

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

Clinical Assessment Protocol

Each student is required to complete practice placements in each year/stage of the programme. Each practice placement involves a clinical assessment. To progress 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 Clinical 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 academic advisor.
- 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 academic advisor, 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 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 interview 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 interview which includes a Record of Attendance in the presence of the preceptor.
- At the end of Year 1 practice placement present NCAD to UCD academic advisor 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, and form should be completed in consultation with the student, preceptor, clinical placement coordinator and UCD academic advisor. A copy of the Final Learning Plan should be retained by the student for their own records.

**NMHS10410
PRACTICE PLACEMENT 1
(CHILDREN'S NURSING)**

LONG PRACTICE PLACEMENT

**GENERAL CHILDREN'S MEDICAL
OR
GENERAL CHILDREN'S SURGICAL
PLACEMENT
OF
4 WEEKS OR MORE**

**NMBI National Competence Assessment Document - YEAR ONE:
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	

*NMBI require 4 hours of reflective practice per week

Week 1 – Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 1 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 2 – Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 2 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
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	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 3 - Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 3 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 4 - Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 4 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 5 - Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 5 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 6 - Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 6 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

NMBI National Competence Assessment Document - YEAR ONE:

Guidelines for Completion of Self Evaluation for Practice Placements

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 provides a Guide to help you with your evaluation (Nursing and Midwifery Board of Ireland (NMBI), 2019).

Identification of nursing learning outcomes and learning opportunities should commence once you find out the speciality of the particular clinical area for your placement. Information relating to the speciality of your allocated placement site is held in ARC. It is important when thinking about what you hope to learn on this placement that you revise the previous relevant module content and read information in the core texts for your programme about nursing care for persons/service users in that particular clinical setting. You also need to obtain the specific learning outcomes for the clinical placement on your first day so that you can review these and set your own learning outcomes for that particular setting.

A learning outcome states what you hope to learn during the placement, and it should build on the knowledge, skills and professional values that you have learnt on previous placements while also addressing the six domains of competence outlined in your Stage 1 NCAD and the Nurse Registration Programmes Standards and Requirements (NMBI, 2016) for your programme. While it is your responsibility to determine and write learning outcomes and expectations, examples of learning outcomes for each of the six domains of competence are listed below as a guide.

Domain 1: Professional values and conduct of the nurse competences

- I will promote a safe and therapeutic environment for person/service user, their families and staff and visitors in the practice setting.
- I will adhere to principles of safe handwashing and moving and handling in the practice setting.
- I will act in a professional manner that is respectful of diversity in culture, faith and social background in the practice setting.

Domain 2: Nursing practice and clinical decision-making competences

(Relevant for persons/service users who have acute or chronic health challenges across the life continuum).

- I will assist the registered nurse in the assessment and the development of a relevant, written plan of care for the person/service user in my care in the practice setting.
- I will assist the registered nurse in the delivery of safe and effective nursing care in the practice setting.

Domain 3: Knowledge and Cognitive Competence

- I will apply my knowledge of the social and life sciences to the nursing care of a person/service user in the practice setting.
- I will identify sources of information relevant to a nursing intervention in the practice setting and will discuss this with my preceptor.

Domain 4: Communication and inter-personal competences

- I will communicate clearly with staff, visitors and person/service user receiving nursing care and their families in the practice setting.
- I will demonstrate respect for staff, visitors and person/service user and their families in the practice setting.

Domain 5: Management and team competences

- I will demonstrate an understanding of the roles and responsibilities of the health care multi-professional team.
- I will recognise, report and respond appropriately to any deterioration in a person's/service user's sensory, physical or emotional state or behaviour in the practice setting.

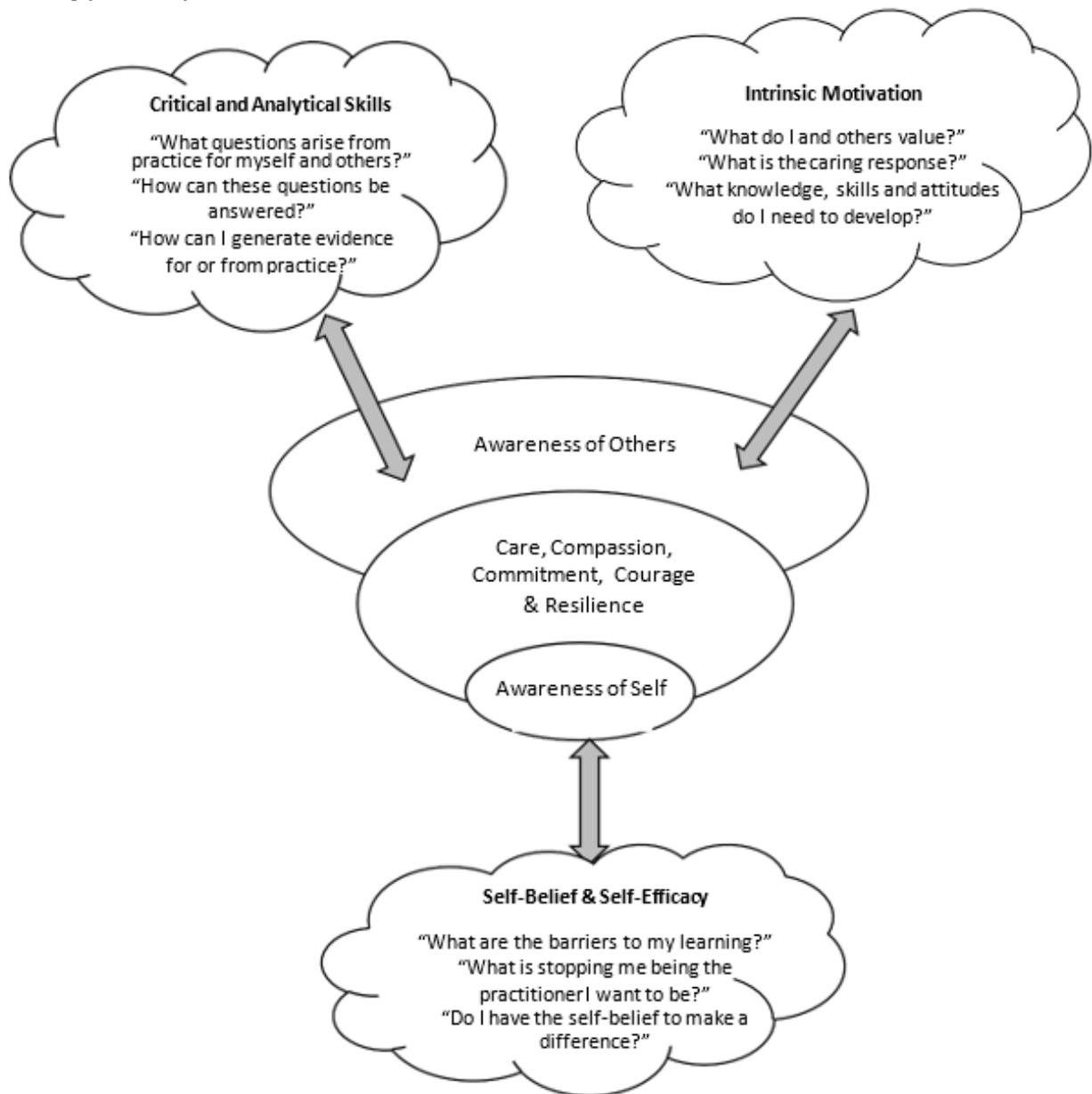
Domain 6: Leadership potential and professional scholarship competences

- I will identify an area for self-directed learning in this practice setting.
- I will seek feedback and demonstrate how I use this constructively to improve my professional performance in the practice setting.

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), pp. 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.

NMBI National Competence Assessment Document - YEAR ONE:

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 ONE:
Competence Assessment Interviews
PRACTICE PLACEMENT: PRELIMINARY INTERVIEW
(Must be completed within the first 2 days)

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

NMBI National Competence Assessment Document - YEAR ONE:
Competence Assessment Interviews
PRACTICE PLACEMENT: MID INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor:

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

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

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

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

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

**NMBI National Competence Assessment Document - YEAR ONE:
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 **Persons, Children, 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 ONE:
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year 1 Level of Competence)

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

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Signature		Date	
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Signature		Date	
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Signature		Date	
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Signature		Date	
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NMBI National Competence Assessment Document - YEAR ONE: Six Domains of Competence

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

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

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

In year 1, at the end of each practice placement, nursing students have to achieve all domains and all indicators at exposure and/or participation level.

Novice
The nursing student has no/limited experience and understanding of the clinical situation therefore they are taught about the situation in terms of tasks or skills taking cognisance of the theory taught in the classroom. The nursing student is taught rules to help them apply theory to clinical situations and to perform tasks.
Exposure
The nursing student has the opportunity to observe a situation taking cognisance of the learning objectives of the programme and the practice placement.
Participation
The nursing student becomes a participant rather than an observer with the support of the preceptor where learning opportunities are identified in partnership.

NMBI National Competence Assessment Document - YEAR ONE: NOVICE
DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

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

1.1 Demonstrates safe, child-centred care		*E (Yes =√ or No= X)	**P (Yes =√ or No= X)	*** Initials
a.	Clarifies with Preceptor/Associate Preceptor/Registered Nurse instructions that s/he does not understand			
b.	Applies principles of safe moving and handling			
c.	Adheres to principles of safe hand washing			
d.	Promotes a safe and therapeutic environment for children, young people and their families, staff and visitors			
e.	Recognises and responds to situations of risk to protect children and young people			
f.	Demonstrates how to act in an emergency and to administer essential life-saving intervention			

*E – Exposure: The nursing student observes an activity or situation and can discuss the core elements and relates theoretical knowledge

**P – Participation: The nursing student safely participates under direct supervision and demonstrates knowledge

***Initials – Initials of the Preceptor/Associate Preceptor or Practitioner Registered with NMBI.

1.2 Demonstrates compassion in providing nurse care		*E (Yes =√ or No= X)	**P (Yes =√ or No= X)	*** Initials
a.	Shows respect, kindness, compassion towards children, young people and their families			
b.	Acts in a professional manner that is attentive, empathetic and non- discriminatory towards children, young people, their families respecting diversity in culture, faith and social background			
c.	Supports children, young people and their families with sensitivity during periods of emotional distress or when undergoing diagnostic, nursing or medical procedures			

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

1.3 Demonstrates responsible and professional practice		*E (Yes =√ or No= X)	**P (Yes =√ or No= X)	*** Initials
a.	Adheres to and works within the Scope of Nursing and Midwifery Practice Framework under the guidance of a Registered Nurse as it applies to the nursing student			
b.	Practises honestly and with integrity in accordance to the Code of Professional Practice and Ethics for Registered Nurses and Registered Midwives as it applies to the nursing student, under the supervision of a Registered Nurse			
c.	Adheres to local policies, procedures and guidelines			
d.	Adheres to reporting policy in respect of any untoward incidents or near misses			
e.	Seeks help and guidance when a child or young person's needs are not being met			

NMBI National Competence Assessment Document - YEAR ONE: NOVICE
DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION-MAKING COMPETENCES

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

2.1 Assesses the child's nursing and health needs		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Monitors and records the changes in sensory, physical, emotional, behavioural or developmental status or responses of a child or young person in the practice setting			
b.	Gathers information systematically in a child and family centred manner			
c.	Documents and reports observations accurately			
d.	Participates in risk assessment with a child or young person, under the direct supervision of a Registered Nurse			

2.2 Plans and prioritises child-centered nursing care		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Assists in the gathering and recording of clinical information using an appropriate child and family centred framework			
b.	Assists a Registered Nurse to plan an aspect of nursing care			
c.	Reviews with Preceptor/Associate Preceptor the structure of goals for a plan of care			
d.	Identifies with Preceptor/Associate Preceptor actual and potential goals			
e.	Identifies with Preceptor/Associate Preceptor interventions to meet a child or young person's developmental, nursing or health goal			

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION-MAKING COMPETENCES

2.3 Undertakes nursing interventions		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Ensures consent of the child, young person and family member prior to undertaking nursing interventions			
b.	Builds relationships with children, young people and their families to meet their developmental and health needs:			
	<ul style="list-style-type: none"> • Demonstrates respect for the welfare, human rights and individuality of the child and young person 			
	<ul style="list-style-type: none"> • Builds on a child or young person’s personal preferences, capabilities and abilities 			
	<ul style="list-style-type: none"> • Promotes the child or young person’s autonomy and self- management of healthcare to the maximum degree 			
	<ul style="list-style-type: none"> • Provides a supportive presence for the child, young person and family members in their response to and experience of altered health 			
	<ul style="list-style-type: none"> • Affords protection to the child and young person throughout their health care experience in any setting 			
c.	Promotes the child and young person’s health, recovery and optimal functioning			
d.	Participates in a group or social activity with children, young people and their families			
e.	Records nursing interventions, observations and feedback from the person and family accurately and concisely			
f.	Records nursing interventions, observations and feedback from the child, young person or family member(s) and inter-professional colleagues accurately and concisely			
g.	Uses clinical equipment safely, showing awareness of limitations and associated hazards in usage and disposal			
h.	Assists the Registered Nurse in the safe administration and management of medicines, in line with local policy			
i.	Safely and accurately carries out medication calculations and management, in line with local policy			
j.	Carries out instructions in a responsible and timely manner in accordance with local policies, procedures and guidelines			

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION-MAKING COMPETENCES

2.4 Evaluates child-centered nursing care		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Gathers and records information in accordance with a child or young person's nursing care plan			
b.	Assists the Registered Nurse to review a child or young person's plan of nursing care in light of observations and feedback from the person and health care team			
c.	Assists the Registered Nurse to review and revise as necessary the planned outcomes or interventions of a child or young person's plan of nursing care			
d.	Assists the Registered Nurse to carry out an evaluation of a child or young person's nursing and health care needs			

2.5 Utilises clinical judgement		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Recognises and reports if a child or young person appears to be at risk			
b.	Demonstrates how to act in an emergency and to administer essential life-saving intervention			

NMBI National Competence Assessment Document - YEAR ONE: NOVICE
DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

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

3.1 Practices from a competent knowledge base		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Applies knowledge of the philosophical underpinnings to child and family centred nursing to care of the child and young person			
b.	Applies knowledge from the social and life sciences to the nursing care needs of a child or young person in the practice setting			
c.	Safely and accurately carries out medication calculations management recognising the particular risks to children and young people, in line with local policy			

3.2 Uses critical thinking and reflection to inform practice		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Sources information relevant to a nursing intervention in the practice setting			
b.	Applies knowledge of local policies, procedures and guidelines to an aspect of nursing intervention encountered in the practice setting			

NMBI National Competence Assessment Document - YEAR ONE: NOVICE
DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

Criteria related to effective communication and empathic interpersonal skills under the *direct supervision* of a Preceptor/Associate Preceptor/Registered Nurse.

4.1 Communicates in a child-centered manner		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Demonstrates the ability to listen, seek clarification and observe non- verbal cues			
b.	Demonstrates respect for children, young people and their families' rights and choices			
c.	Engages in a collaborative manner with the child, young person and family member in all aspects of nursing intervention			
d.	Utilises age-appropriate nonverbal and verbal strategies to facilitate effective communication with the child and young person			
e.	Acts as an advocate, under supervision, for the child, young person and family whilst accessing health care			
f.	Demonstrates awareness of power imbalances between children, young people and their families and health care professionals			

4.2 Communicates accurately with the healthcare team		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Communicates clearly with other health care team members			
b.	Demonstrates safe and effective communication skills in oral, written and electronic modes			
c.	Demonstrates accurate reporting, recording and documents clinical observations			
d.	Ensures that confidential information is maintained securely according to local health care policy			

NMBI National Competence Assessment Document – YEAR ONE: NOVICE
DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCES

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

5.1 Practices in a collaborative manner		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Interacts with members of the health care and multi professional team in a manner that respects and values their roles and responsibilities			
b.	Develops a professional relationship by working in partnership with members of the multidisciplinary health care team			

5.2 Manages team, others and self safely		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Promotes a safe and therapeutic environment for nursing care			
b.	Recognises, reports and responds appropriately to a change or deterioration in a child or young person’s sensory, physical or emotional state or behaviour			
c.	Recognises, reports and responds appropriately to a change or deterioration in a child or young person’s sensory, physical or emotional state or behaviour			

NMBI National Competence Assessment Document – YEAR ONE: NOVICE
DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES

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

6.1 Develops leadership potential		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Demonstrate the constructive use of feedback supervision and appraisal on the development of self-awareness as a nurse			

6.2 Develops professional scholarship		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Communicates an example of self-directed learning used to enhance professional performance in practice			
b.	Communicates with the multidisciplinary team regarding to the plan of nursing care intervention			
c.	Identifies the use of relevant opportunities for learning in the practice setting			

NMBI National Competence Assessment Document - YEAR ONE:
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 practiceplacement learning outcomes and nursing student reflection)

To be completed by the Preceptor/Associate Preceptor:

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

Competence achieved (Please Circle as Appropriate)

Yes*	No*
Preceptor signature	
Nursing student signature	
Date	

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

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

**NMBI National Competence Assessment Document - YEAR ONE:
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:	

**NMHS10410
PRACTICE PLACEMENT 1
(GENERAL NURSING)**

LONG PRACTICE PLACEMENT

**GENERAL ADULT MEDICAL
OR
GENERAL ADULT SURGICAL
PLACEMENT
OF
4 WEEKS OR MORE**

**NMBI National Competence Assessment Document - YEAR ONE:
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	

*NMBI require 4 hours of reflective practice per week

Week 1 - Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 1 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 2 - Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 2 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
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	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 3 - Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 3 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 4 - Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 4 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 5 – Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 5 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

Week 6 – Attendance Record

Date:					
Hours of duty:					
Nursing student signature:					
Preceptor signature:					

Week 6 - Reflection Record

Date:	Structured Reflection:	Theme:	Hours:
	Student signature:		
Date:	Unstructured Reflection:	Theme:	Hours:
	Student signature:		

NMBI National Competence Assessment Document - YEAR ONE:

Guidelines for Completion of Self Evaluation for Practice Placements

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 provides a Guide to help you with your evaluation (Nursing and Midwifery Board of Ireland (NMBI), 2019).

Identification of nursing learning outcomes and learning opportunities should commence once you find out the speciality of the particular clinical area for your placement. Information relating to the speciality of your allocated placement site is held in ARC. It is important when thinking about what you hope to learn on this placement that you revise the previous relevant module content and read information in the core texts for your programme about nursing care for persons/service users in that particular clinical setting. You also need to obtain the specific learning outcomes for the clinical placement on your first day so that you can review these and set your own learning outcomes for that particular setting.

A learning outcome states what you hope to learn during the placement, and it should build on the knowledge, skills and professional values that you have learnt on previous placements while also addressing the six domains of competence outlined in your Stage 1 NCAD and the Nurse Registration Programmes Standards and Requirements (NMBI, 2016) for your programme. While it is your responsibility to determine and write learning outcomes and expectations, examples of learning outcomes for each of the six domains of competence are listed below as a guide.

Domain 1: Professional values and conduct of the nurse competences

- I will promote a safe and therapeutic environment for person/service user, their families and staff and visitors in the practice setting.
- I will adhere to principles of safe handwashing and moving and handling in the practice setting.
- I will act in a professional manner that is respectful of diversity in culture, faith and social background in the practice setting.

Domain 2: Nursing practice and clinical decision-making competences

(Relevant for persons/service users who have acute or chronic health challenges across the life continuum).

- I will assist the registered nurse in the assessment and the development of a relevant, written plan of care for the person/service user in my care in the practice setting.
- I will assist the registered nurse in the delivery of safe and effective nursing care in the practice setting.

Domain 3: Knowledge and Cognitive Competence

- I will apply my knowledge of the social and life sciences to the nursing care of a person/service user in the practice setting.
- I will identify sources of information relevant to a nursing intervention in the practice setting and will discuss this with my preceptor.

Domain 4: Communication and inter-personal competences

- I will communicate clearly with staff, visitors and person/service user receiving nursing care and their families in the practice setting.
- I will demonstrate respect for staff, visitors and person/service user and their families in the practice setting.

Domain 5: Management and team competences

- I will demonstrate an understanding of the roles and responsibilities of the health care multi-professional team.
- I will recognise, report and respond appropriately to any deterioration in a person's/service user's sensory, physical or emotional state or behaviour in the practice setting.

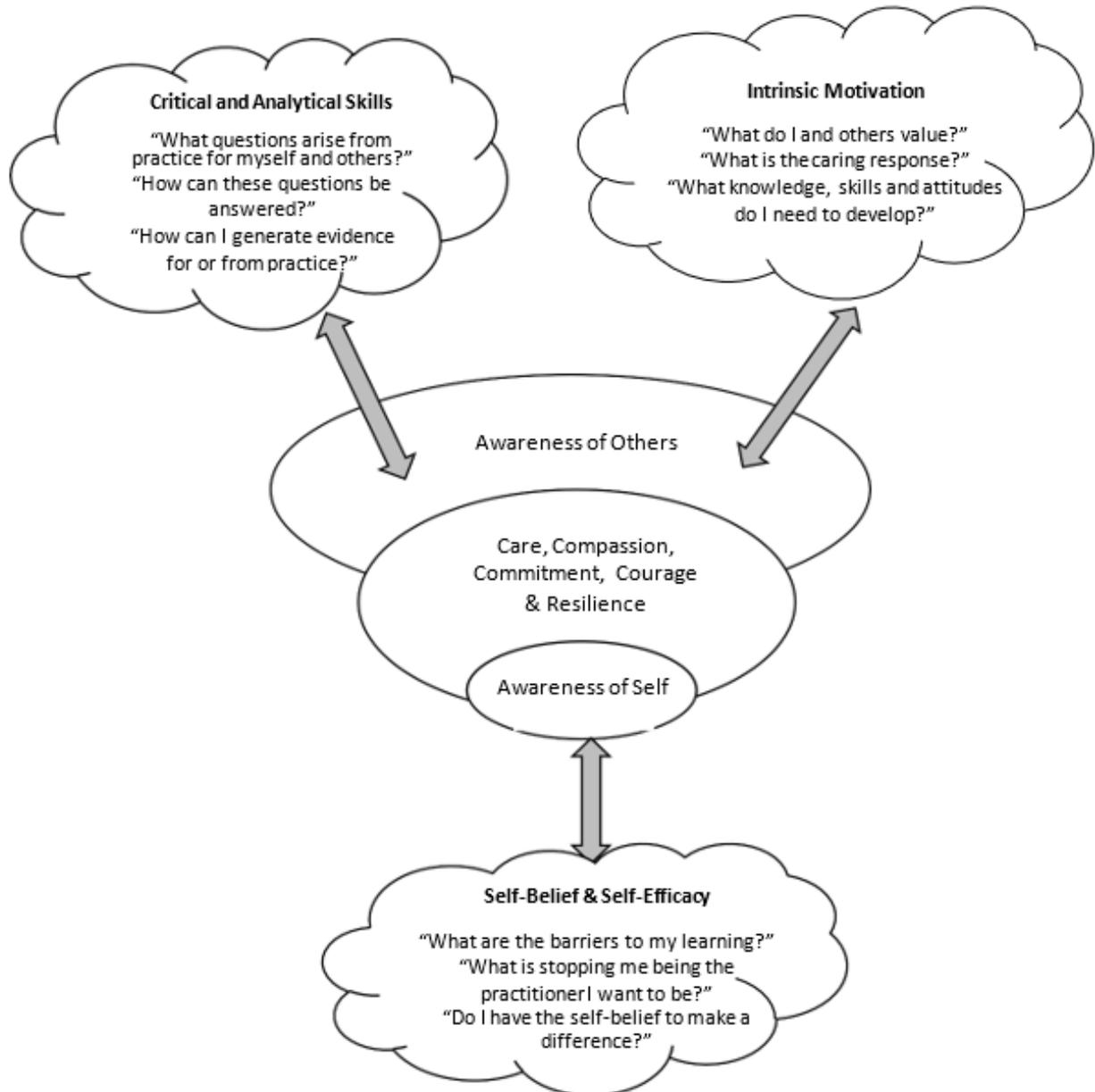
Domain 6: Leadership potential and professional scholarship competences

- I will identify an area for self-directed learning in this practice setting.
- I will seek feedback and demonstrate how I use this constructively to improve my professional performance in the practice setting.

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), pp. 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.

**NMBI National Competence Assessment Document - YEAR ONE:
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 ONE:
Competence Assessment Interviews
PRACTICE PLACEMENT: PRELIMINARY INTERVIEW
(Must be completed within the first 2 days)

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

NMBI National Competence Assessment Document - YEAR ONE:
Competence Assessment Interviews
PRACTICE PLACEMENT: MID INTERVIEW

To be completed by the Nursing Student:

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

To be completed by the Preceptor/Associate Preceptor:

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

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

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

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

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

**NMBI National Competence Assessment Document - YEAR ONE:
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 **Persons, Children, 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 ONE:
Competence Assessment Interviews
PRACTICE PLACEMENT: PROGRESS NOTES
(Performing at Year 1 Level of Competence)

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

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Signature		Date	
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Signature		Date	
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Signature		Date	
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Signature		Date	
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NMBI National Competence Assessment Document - YEAR ONE: Six Domains of Competence

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

7. Professional Values and Conduct of the Nurse Competences
8. Nursing Practice and Clinical Decision-Making Competences
9. Knowledge and Cognitive Competences
10. Communication and Interpersonal Competences
11. Management and Team Competences
12. 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 have detailed performance criteria for each domain and relevant indicators which demonstrate if the performance criteria have been met.

In year 1, at the end of each practice placement, nursing students have to achieve all domains and all indicators at exposure and/or participation level.

Novice
The nursing student has no/limited experience and understanding of the clinical situation therefore they are taught about the situation in terms of tasks or skills taking cognisance of the theory taught in the classroom. The nursing student is taught rules to help them apply theory to clinical situations and to perform tasks.
Exposure
The nursing student has the opportunity to observe a situation taking cognisance of the learning objectives of the programme and the practice placement.
Participation
The nursing student becomes a participant rather than an observer with the support of the preceptor where learning opportunities are identified in partnership.

NMBI National Competence Assessment Document - YEAR ONE: NOVICE
DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

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

1.1 Demonstrates safe, person-centred care		*E (Yes =√ or No= X)	**P (Yes =√ or No= X)	*** Initials
a.	Clarifies with Preceptor/Associate Preceptor/Registered Nurse instructions that s/he does not understand			
b.	Applies principles of safe moving and handling			
c.	Adheres to principles of safe hand washing			
d.	Adheres to principles of infection prevention and control			
e.	Able to clearly discuss the actions to be taken in emergency situations			
f.	Able to discuss clearly how to recognise and respond to situations of risk to vulnerable patients			

*E – Exposure: The nursing student observes an activity or situation and can discuss the core elements and relates theoretical knowledge

**P – Participation: The nursing student safely participates under direct supervision and demonstrates knowledge

***Initials – Initials of the Preceptor/Associate Preceptor or Practitioner Registered with NMBI.

1.2 Demonstrates compassion in providing nurse care		*E (Yes =√ or No= X)	**P (Yes =√ or No= X)	*** Initials
a.	Shows respect, kindness, compassion towards patients and their families			
b.	Acts in a professional manner that is attentive, sensitive and non- discriminatory towards other people			
c.	Assists patients to maintain their dignity in all nursing and health care interventions			
d.	Demonstrates respect for diversity and individual preferences			
e.	Seeks help and guidance when a patient's needs are not being met			

DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

1.3 Demonstrates responsible and professional practice		*E (Yes =√ or No= X)	**P (Yes =√ or No= X)	*** Initials
a.	Adheres to and works within the Scope of Nursing and Midwifery Practice Framework under the guidance of a Registered Nurse as it applies to the nursing student			
b.	Practises honestly and with integrity in accordance to the Code of Professional Practice and Ethics for Registered Nurses and Registered Midwives as it applies to the nursing student, under the supervision of a Registered Nurse			
c.	Adheres to local policies, procedures and guidelines			
d.	Adheres to reporting policy in respect of any untoward incidents or near misses			

NMBI National Competence Assessment Document - YEAR ONE: NOVICE
DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION-MAKING COMPETENCES

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

2.1 Assesses the person's nursing and health needs		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Monitors and records a patient's vital signs accurately and reports observations			
b.	Gathers information and records and reports it in a systematic way			
c.	Seeks information on a patient's health status in a person-centred manner			
d.	Takes part in an assessment or re-assessment of a patient's nursing and health care needs			

2.2 Plans and prioritises person-centered nursing care		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Identifies with Preceptor/Associate Preceptor/Registered Nurse how information gathered is structured using an appropriate framework			
b.	Collaborates with Preceptor/Associate preceptor/Registered Nurse and the patient in planning an aspect of nursing care			
c.	Reviews with Preceptor/Associate Preceptor/Registered Nurse in collaboration with the patient the goals for the structured plan of nursing care			
d.	Identifies with Preceptor/Associate Preceptor/Registered Nurse in collaboration with the patient the actual and potential goals of the planned nursing care			
e.	Identifies with Preceptor/Associate Preceptor/Registered Nurse in collaboration with the patient the interventions needed to meet nursing or health care goals			

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION-MAKING COMPETENCES

2.3 Undertakes nursing interventions		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Ensures consent of the patient prior to giving nursing care			
b.	Maintains the patient's dignity, rights and independence when undertaking nursing care			
c.	Uses clinical equipment safely, showing awareness of limitations and associated hazards in usage and disposal			
d.	Assists patients to meet their person-centred care needs:			
	<ul style="list-style-type: none"> • Comfort and wellbeing 			
	<ul style="list-style-type: none"> • Personal hygiene 			
	<ul style="list-style-type: none"> • Respiration 			
	<ul style="list-style-type: none"> • Fluid management 			
	<ul style="list-style-type: none"> • Nutrition 			
	<ul style="list-style-type: none"> • Elimination care 			
	<ul style="list-style-type: none"> • Skin integrity 			
	<ul style="list-style-type: none"> • Safety and security 			
	<ul style="list-style-type: none"> • Sleep and rest 			
e.	Records nursing interventions, observations and feedback from the patient accurately and concisely			
f.	Assists the Registered Nurse in the safe administration and management of medicines			
g.	Carries out instructions in a responsible and timely manner in accordance with local policies, procedures and guidelines			

DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION-MAKING COMPETENCES

2.4 Evaluates person-centered nursing care		E (Yes =✓ or No= X)	P (Yes =✓ or No= X)	Initials
a.	Gathers and records information in accordance with a patient's nursing care plan			
b.	Assists the Preceptor/Associate Preceptor/Registered Nurse and in collaboration with the patient to review a patient's plan of nursing care in light of observations and feedback from the patient and health care team			
c.	Assists the Preceptor/Associate Preceptor/Registered Nurse and in collaboration with the patient, to review and revise as necessary the planned outcomes or interventions of a patient's plan of nursing care			
d.	Assists the Preceptor/ Associate preceptor/Registered Nurse and in collaboration with the patient, to carry out a re-assessment of a patient's nursing and health care needs			

2.5 Utilises clinical judgement		E (Yes =✓ or No= X)	P (Yes =✓ or No= X)	Initials
a.	Recognises and reports if a patient appears to be at risk			
b.	Recognises and reports if a patient's physical or psychological condition is deteriorating			
c.	Able to discuss clearly how to act in an emergency and in administering essential life-saving interventions			

NMBI National Competence Assessment Document - YEAR ONE: NOVICE
DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

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

3.1 Practices from a competent knowledge base		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	With supervision from Preceptor/Associate Preceptor/Registered Nurse, monitors and records the changes in sensory, physical, emotional, behavioural or developmental signs of a patient in the practice setting			
b.	Applies knowledge from the health and life sciences to the nursing care needs of a patient in the practice setting			
c.	Able to discuss clearly how medication calculations and management are carried out safely			

3.2 Uses critical thinking and reflection to inform practice		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Sources information relevant to a nursing intervention in the practice setting			
b.	Applies knowledge of local policies, procedures and guidelines to an aspect of nursing intervention encountered in the practice setting			

NMBI National Competence Assessment Document - YEAR ONE: NOVICE
DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

Criteria related to effective communication and empathic interpersonal skills under the *direct supervision* of a Preceptor/Associate Preceptor/Registered Nurse.

4.1 Communicates in a person-centered manner		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Demonstrates the ability to listen, seek clarification and to carry out instructions safely			
b.	Demonstrates respect for patient’s rights and choices			
c.	Ensures that confidential information is maintained securely according to local health care policy			

4.2 Communicates accurately with the healthcare team		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Communicates clearly with other health care team members			
b.	Demonstrates safe and effective communication skills in oral, written and electronic modes			
c.	Demonstrates accurate reporting, recording and documents clinical observations			

NMBI National Competence Assessment Document – YEAR ONE: NOVICE
DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCES

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

5.1 Practices in a collaborative manner		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Interacts and collaboratively works with the patient, family and members of the health care and multi professional team in a manner that respects and values their roles and responsibilities			
b.	Develops a professional relationship by working in partnership with members of the multidisciplinary health care team			

5.2 Manages team, others and self safely		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Promotes a safe and therapeutic environment for nursing care			
b.	Recognises and responds appropriately to situations that challenge self or others			
c.	Recognises risks and hazards associated with nursing interventions and reports these to a Registered Nurse as appropriate			

NMBI National Competence Assessment Document – YEAR ONE: NOVICE
DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES

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

6.1 Develops leadership potential		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Demonstrate the constructive use of feedback supervision and appraisal on the development of self-awareness as a nurse			

6.2 Develops professional scholarship		E (Yes =√ or No= X)	P (Yes =√ or No= X)	Initials
a.	Communicates an example of self-directed learning used to enhance professional performance in practice			
b.	Communicates with the multidisciplinary team regarding to the plan of nursing care intervention			
c.	Identifies the use of relevant opportunities for learning in the practice setting			

NMBI National Competence Assessment Document - YEAR ONE:
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 practiceplacement learning outcomes and nursing student reflection)

To be completed by the Preceptor/Associate Preceptor:

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

Competence achieved (Please Circle as Appropriate)

Yes*	No*
Preceptor signature	
Nursing student signature	
Date	

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

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

**NMBI National Competence Assessment Document - YEAR ONE:
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:	

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.

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

Description of Outcomes for Supernumerary Clinical Modules

Outcome	Description
<p align="center">PASS(P)</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>
<p>Incomplete (IM)</p>	<p>National Competence Assessment Document Domains/Performance Indicators have not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances. An ‘Incomplete’ (IM) grade is awarded.</p> <p>Midwifery Competence Assessment Tool Principles/ Assessment Criteria have been not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances. An ‘Incomplete’ (IM) grade is awarded.</p> <p>Remediation Strategy:</p> <ul style="list-style-type: none"> • Students will be given only one 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 academic advisor. 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>

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

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

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

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

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

No Grade (NM)	<p>Failure to attend and/or present a completed National Competence Assessment Document to the UCD academic advisor, with no evidence of extenuating circumstances</p> <p>Failure to attend and/or present a completed Midwifery Competence Assessment Tool to the UCD academic advisor, 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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Undergraduate Students: Overview of Supports and Policies for Managing Student Health and Wellbeing

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

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

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

Protecting the health and wellbeing of undergraduate Students Vaccinations Programmes

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

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

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

Health and wellbeing concerns

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

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

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

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

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

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

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



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

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

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

Supernumerary Practice Placement

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

Internship Practice Placement

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

Student may need to refer to UCD Policies:

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



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

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

Introduction

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

Procedure

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

• Step 1

On receiving notification from the health care partner that a student has not complied with the absence reporting procedure while on supernumerary clinical placement, the UCD academic advisor should advise the student of the importance of adhering to absence reporting procedures in the host organisation. The UCD academic advisor 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.

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

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 Academic Advisors

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 academic advisor in UCD School of Nursing, Midwifery & Health Systems following completion of practice placements. It is the student's responsibility to ensure that they have their performance indicators signed within 2 weeks of completing their practice placement. Students will be given the specific date to present their documentation to their UCD academic advisor 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>

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

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

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

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

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



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

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

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

Principles of Communication

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

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

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

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

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 academic advisor, Undergraduate Director of Clinical studies Associate Dean of undergraduate studies, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Head of the UCD SNMHS and Associate Dean for Undergraduate Programmes will agree procedures as to how concerns will be investigated and addressed.
- The appropriate in-service policies and procedures for addressing the issue or concern will then be initiated. The relevant policy will inform next steps.
- At intervals, and at the conclusion of all processes, the Head of the UCD School of Nursing, Midwifery and Health Systems and the Director of Nursing or Director of Midwifery will be kept informed of progress and outcomes.



This Protocol Pertains to The Following Events:

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

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

Distinction in Progression Requirements

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

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

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

Step 1 – Mid Interview ‘Learning Plan’ NCAD/ 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 academic advisor for support as soon as difficulties in meeting domains/

When a Supernumerary Student is Having Significant Difficulties in Meeting Performance Indicators In the National Clinical Assessment Document (NCAD) Or Midwifery Competence Assessment Tool (MCAT)

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 academic advisor may attend this interview.
- Students experiencing significant difficulties on practice placements where a mid-interview is not scheduled (practice placements of 3 weeks and less) must have a formal mid-interview organised. The steps pertaining to a formal Mid Interview 'Learning Plan' will apply. An additional intermediate form is available in the appendix NCAD/ MCAT document. Otherwise, the student can request this form from the CPC or UCD Programme Office.
- The CPC will support this student throughout the placement and focus on their learning needs. They will also contact and inform the UCD academic advisor of the specific issues raised. The student is advised to contact their UCD academic advisor 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 academic advisor by e-mail.
- The CPC may be present for the final meeting if requested by the student or preceptor or UCD academic advisor.
- The UCD academic advisor 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 Placement¹

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

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

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

When a Supernumerary Student is Having Significant Difficulties in Meeting Performance Indicators In the National Clinical Assessment Document (NCAD) Or Midwifery Competence Assessment Tool (MCAT)

- 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 academic advisor 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 academic advisor 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 academic advisor retain a copy.

Step 4 - Presentation to the UCD Academic Advisor: NCAD/MCAT

- The student presents this NCAD/MCAD to their academic advisor 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 with a new NCAD/MCAT.
- The duration of a 2nd attempt practice placement will normally be of 4 weeks duration unless the duration of the original placement was of less than 4 weeks, in which case, the duration of the 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 academic advisor 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.

When a Supernumerary Student is Having Significant Difficulties in Meeting Performance Indicators In the National Clinical Assessment Document (NCAD) Or Midwifery Competence Assessment Tool (MCAT)

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

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

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

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

Step 7 - Presentation to The UCD Academic Advisor: NCAD/MCAT

The student presents this NCAD/MCAT to their academic advisor 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 student⁴.
- During this meeting the student must present the 'Final Learning Plan' to their new preceptor, outlining their documented learning needs and the areas in which the student requires additional support.
- The mid interview 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 academic advisor/UCD nominee in their supportive role shall meet the student at a convenient time soon after the mid interview.
- If a student does not meet the required domains /performance criteria in the NCAD or principles/ assessment criteria in the MCAT in a repeat practice placement, the final interview follows the same protocol as outlined in step 2.

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

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

When a Supernumerary Student is Having Significant Difficulties in Meeting Performance Indicators In the National Clinical Assessment Document (NCAD) Or Midwifery Competence Assessment Tool (MCAT)

- Presentation of NCAD/MCAD to the academic advisor 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.



Process for additional attempt at student practice placement when unsuccessful in the defined number of attempts as outlined in the Derogation Framework

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

The outlined process applies to students in the following Undergraduate and Higher Diploma Programmes:

- BSc General Nursing
- BSc Mental Health Nursing
- BSc Children's and General Nursing
- BSc Midwifery
- Higher Diploma in Mental Health Nursing
- Higher Diploma in Children's Nursing
- Higher Diploma in Midwifery

Context

The purpose of this document is to outline the process to be followed where a student has been unsuccessful in the defined number of clinical placements and wishes to apply for an additional attempt.

Practice Placements

Stage 1: A student who fails a supernumerary practice placement module having had four attempts will be ineligible to continue in that nursing or midwifery programme.

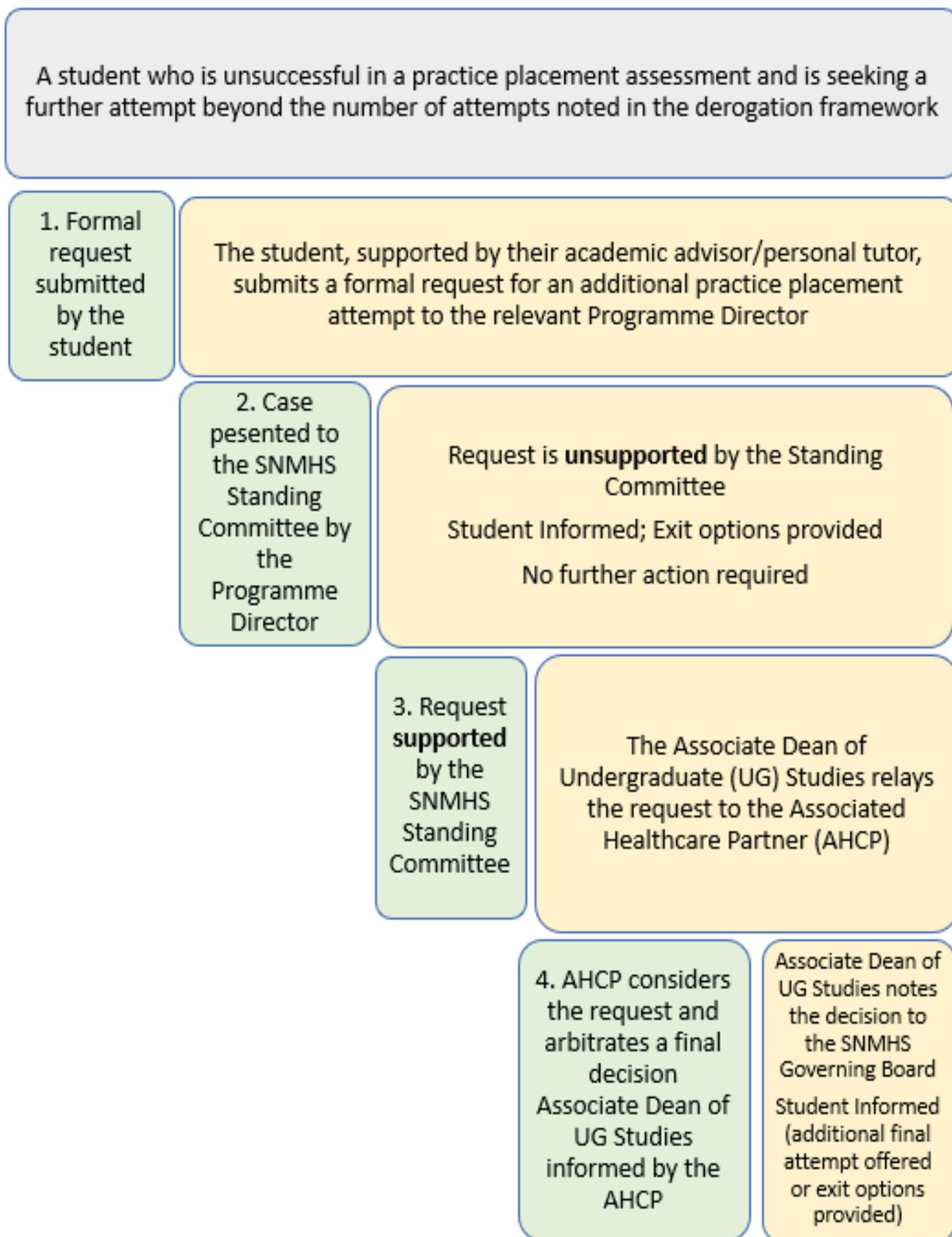
Stage 2: Derogation 3 - A student who fails a supernumerary practice placement module having had three attempts will be ineligible to continue in that nursing or midwifery programme.

Stage 3: Derogation 3 - A student who fails a supernumerary practice placement module having had three attempts will be ineligible to continue in that nursing or midwifery programme.

Stage 4 Supernumerary: Derogation 3 - A student who fails a supernumerary practice placement module having had three attempts will be ineligible to continue in that nursing or midwifery programme.

Stage 4 Internship and Higher Diploma: A student who fails an internship clinical placement in Stage four/Higher Diploma clinical placement having had two attempts will be ineligible to continue in that nursing or midwifery programme. No subsequent attempt can be considered except through an application to the School Programme Board and the Director of Nursing/Midwifery.

Process for additional attempt at student practice placement when unsuccessful in the defined number of attempts as outlined in the Derogation Framework



Ratified by the Local Joint Working Group: (17/10/2024)

**FINAL LEARNING PLAN
FOLLOWING AN UNSUCCESSFUL PRACTICE ASSESSMENT**

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

<ul style="list-style-type: none"> • Stage 1 • Stage 2 • Stage 3 • Stage 4.5 (C&G) • Internship • HDNS 	<p>STUDENT NAME:</p>
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PART 1: UNSUCCESSFUL PRACTICE ASSESSMENT DETAILS

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

FINAL LEARNING PLAN

PART 2: LEARNING PLAN

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

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

FINAL LEARNING PLAN

Learning Needs	Actions/Supports	Related Domains and Performance Indicators

FINAL LEARNING PLAN

Learning Needs	Actions/Supports	Related Domains and Performance Indicators

FINAL LEARNING PLAN

Learning Needs	Actions/Supports	Related Domains and Performance Indicators

FINAL LEARNING PLAN

PART 3: FOLLOW UP PLAN

Repeat Clinical Placement Details	
Repeat Placement Duration in Weeks:	UCD academic advisor to inform clinical allocations of the details of the repeat practice placement duration intended.
Practice Assessment Documentation	<input type="checkbox"/> Student must contact the School Office for new NCAD/MCAT required. Supernumerary students only require a new NCAD on the 3rd attempt. Internship students always require a new NCAD and must ensure that they state the level required.
Learning Plan Reviewed On The Preliminary Meeting Of The Repeat Placement	<input type="checkbox"/> Preceptor <input type="checkbox"/> Student

ADDITIONAL COMMENTS:

FINAL LEARNING PLAN

	BLOCK CAPITALS	SIGNATURE
Student:		
Preceptor:		
UCD Academic Advisor:		
CPC:		
Date:		