

# NATIONAL STUDENT MIDWIFE COMPETENCY ASSESSMENT TOOL

## YEAR 3 (INDIRECT SUPERVISION) YEAR 4 (INDIRECT SUPERVISION)



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

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

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



## SIGNATURE BANK

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

<b>Print Name</b>	<b>Signature</b>	<b>Designation</b>	<b>NMBI Pin</b>









## INTERMEDIATE LEARNING PLAN - CONTINUED

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

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

**Instructions For Use-Please read and sign**

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

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

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

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

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

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

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

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

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

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

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

I have read and understand the above instructions.

**Signature of Student:**\_\_\_\_\_

**Date:**\_\_\_\_\_

## YOUR CLINICAL PLACEMENT

### WHAT TO EXPECT:

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

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

## SUPPORT WHILST ON CLINICAL PLACEMENT

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

### **Clinical Supports:**

- Preceptor – Support, supervise and guide your performance. Your preceptor will liaise with the CPC.

### **Clinical Placement Co-Ordinator (CPC):**

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

### **UCD SNMHS Supports:**

#### **Personal Tutor**

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

#### **Clinical Midwifery Tutor**

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

#### **Student Advisor**

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

### **Please insert the following details:**

<b>Name of Personal Tutor:</b>	<b>Name of Clinical Tutor:</b>	<b>Name of Student Advisor:</b> Ms. Anna Scully
<b>E-mail address of Personal Tutor:</b>	<b>E-mail address of Clinical Tutor:</b>	<b>E-mail address of Student Advisor:</b> <a href="mailto:anna.scully@ucd.ie">anna.scully@ucd.ie</a>
<b>Phone number of Personal Tutor:</b>	<b>Phone number of Clinical Tutor:</b>	<b>Phone number of Student Advisor:</b> 01 7166497

## Introduction

This document contains the Midwifery Competence Assessment Tool (MCAT) for Year 3 and Year 4 (Supernumerary) of the BSc (Hons) Midwife Registration programme and guidance for its use. The MCAT and guidance document has been developed by the Nursing and Midwifery Board of Ireland (NMBI) in consultation with the relevant Higher Education Institutes (HEIs) and associated Health Service Providers (HSPs).

Clinical practice is an integral part of the Midwife Registration programme, reflecting the practice-based nature of the midwifery profession. The development of skills, knowledge and professional behaviours represent a key component in the students' attainment of competence to practise as a Registered Midwife. In keeping with the Midwife Registration Programme Standards and Requirements (NMBI 2023) the MCAT acts as a record of ongoing achievements in clinical practice over the four-year Midwifery Registration programme, which is a requirement of the NMBI to register as a midwife in the Midwives Division of the Register of Nurses and Midwives Register.

This guide has been developed to help the student and their Preceptor/Co-preceptor to complete the MCAT. Each year, the student will be assessed in core midwifery practice area/s at incremental levels by Preceptors/Co-preceptor and Registered Midwives, who support, supervise and assess the student throughout her/his practice/clinical placement. It is recommended that this document be read in conjunction with the following:

- Academic Regulations and Procedures of the relevant HEI/University
- and***
- Any specific guidance provided by the Midwifery team within the HEI/University and/or the Midwifery Practice Development team responsible for the programme.

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

## **Competence for Entry to the Midwives Division of the Register of Nurses and Midwives maintained by the NMBI**

Competence is defined as 'the ability of the registered midwife to practise safely and effectively' (NMBI 2015), fulfilling their professional responsibility within their scope of practice, the knowledge, skills and professional behaviours required of the midwife for safe practice in any setting and indicates what a midwife is expected to know and what a midwife does (ICM 2018)

The competencies for entry to the Midwives Division of the Nurses and Midwives Register maintained by the NMBI are clearly aligned with the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021) and are based on the Practice Standards for Midwives (NMBI 2022).

## **Assessment of Competence in the Midwife Registration Programme**

The aim of the MCAT is to ensure that, on completion of the Midwife Registration programme, students provide safe, effective, evidence-based and compassionate midwifery care in partnership with women during pregnancy, labour, birth and the postnatal period and provide care for the newborn and the infant, as reflected in the definition of the midwife endorsed by the NMBI.

The five competencies represent a broad enabling framework to facilitate the assessment of students' clinical practice, with the emphasis on a holistic assessment of knowledge, skills and professional behaviours expected of a midwife. Each competence has a series of assessment criteria that are specific to each year of the Midwife Registration programme, and outline what is expected of the student in core clinical midwifery placements. This facilitates incremental progression of the student under a spectrum of supervision, beginning with **Direct Supervision in Year 1** of the programme and culminating in **Distant Supervision in Year 4**. The level of supervision expected for each year is stipulated by the NMBI (2023) and is defined in the MCAT specific to the year of the Midwife Registration programme.

Year	Level and Description of Supervision	Scope of Practice
<b>Three and Four (Supernumerary practice placements)</b>	<p><b>Indirect Supervision:</b> Defined as the Preceptor/Co-preceptor being accessible whenever the student is taking the lead in providing care to women and their babies. The student can safely and effectively perform the skill and provide care and can support care with evidence.</p>	<p>The student can identify the needs of the women and their families and begins to adopt a problem-solving approach to the provision of safe midwifery care. The student actively participates in the care of women and their babies and is able to demonstrate the requisite knowledge, skills and professional behaviours under the indirect supervision of the midwife. It may be difficult for the student to prioritise care in particular situations. The student demonstrates awareness of the need for best practice and supports care with evidence and can identify their learning needs from clinical experience.</p>

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

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

## Guidance on the Assessment of Competence Process

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

It is the responsibility of the student to ensure that the MCAT document is:

- (i) available on practice/clinical placement,
- (ii) completed accurately
- (iii) submitted as per HEI guidelines on the prescribed submission date.

This document must be presented on request to the Preceptor/Co-preceptor, members of the Midwifery Practice Development team and to the relevant HEI personnel. While the MCAT was developed and published by the NMBI, in conjunction with relevant stakeholders, the governance of the process involved in assessment of student competence remains with the respective HEI.

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

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

### **Initial interview**

An initial interview takes place, as early as possible, during **week one** and is facilitated by the Preceptor/Co-preceptor. The degree of supervision expected, as prescribed by the Midwife Registration Programme Standards and Requirements (NMBI 2023) is discussed.

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

### **Intermediate interview**

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

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

### **Final interview**

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

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

**Assessment of the student includes:**

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

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

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

The **learning plan** must be:

- Recorded in the Intermediate Learning Plan section and referred to over the course of the remaining practice/clinical placement.
- Explicit in detailing what the student must do to successfully complete the assessment of competence.
- The Personal Tutor/Link Lecturer supporting the practice/clinical placement area may also be consulted for advice and support.

## Procedure when a student is unsuccessful in attaining competence

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

The written **final learning plan** must:

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

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

## The Role and Responsibilities of the Midwifery Student

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

## The Role and Responsibilities of the Preceptor/Co-preceptor

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

# ANTENATAL

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

**NMBI National Competence Assessment Document  
Year Four (SUPERNUMERARY) Practice Placement Details, Attendance and Reflection Record**

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

<b>Name of practice placement</b>	
<b>Number of weeks in this practice placement</b>	
<b>Type of practice placement</b>	
<b>Name of the health service provider</b>	
<b>Phone number of placement</b>	
<b>Name of CMM</b>	
<b>Name of Preceptor</b>	
<b>Name of Associate Preceptor</b>	

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

<b>Week 1 Attendance Record</b>					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 1 Reflection Record</b>			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

<b>Week 2 Attendance Record</b>					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					
<b>Week 2 Reflection Record</b>					
Date	Structured Reflection	Theme	Hours		
	Midwifery student signature				
Date	Unstructured Reflection	Theme	Hours		
Reflection completed	Midwifery student signature				

<b>Week 3 Attendance Record</b>					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					
<b>Week 3 Reflection Record</b>					
Date	Structured Reflection	Theme	Hours		
	Midwifery student signature				
Date	Unstructured Reflection	Theme	Hours		
Reflection completed	Midwifery student signature				

<b>Week 4</b>	<b>Attendance Record</b>				
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Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 4</b>	<b>Reflection Record</b>		
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Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

<b>Number of Hours Absent:</b>
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<p><b>Total hours completed on this page:</b></p> <p><b>Declaration by Student:</b> I confirm that the hours recorded on this sheet are a true and accurate account of the duty I have worked.</p> <p><b>Signature of Student:</b> _____ <span style="float: right;"><b>Date:</b> _____</span></p>
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In each indirect supervision level clinical placement all competencies and their associated assessment criteria must be assessed and passed successfully before the student can progress to distant supervision level clinical placements. On completion of the clinical placement, the student is deemed to have either passed or failed the competence/competencies.

<b>Principle 1: Respect for the Dignity of the Person</b>			
<b>Competency 1: The midwife's practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>1.1</b> Demonstrates ability to promote and protect pregnancy and childbirth as a healthy and normal physiological event and a profound event in a women's life.	<ul style="list-style-type: none"> <li>• Demonstrates ability to promote and protect pregnancy and childbirth as a healthy and normal physiological event.</li> <li>• Demonstrates ability to provide the necessary support, care and advice to women in the promotion of normal birth.</li> <li>• Discusses the requirement for possible interventions if complications arise during pregnancy, labour, birth or the postnatal period, providing evidence to underpin same.</li> </ul>		
<b>1.2</b> Demonstrates the ability to advocate on behalf of women and their babies to ensure their rights and interests are protected, including the women's right to choose how and where to give birth.	<ul style="list-style-type: none"> <li>• Advocates on behalf of women and their babies to ensure their rights and interests are protected, including the women's right to choose how and where to give birth.</li> </ul>		
<b>1.3</b> Demonstrates the ability to respect the diversity of beliefs, values, choices and priorities of the women their families.	<ul style="list-style-type: none"> <li>• Provides care for women consistent with their cultural and religious beliefs and preferences where appropriate.</li> </ul>		
<b>1.4</b> Demonstrates the ability to provide sufficient evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby.	<ul style="list-style-type: none"> <li>• Provides evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby.</li> </ul>		
<b>1.5</b> Demonstrates the ability to support women to engage with maternity care.	<ul style="list-style-type: none"> <li>• Educates women on the importance of being actively engaged in their own maternity care.</li> </ul>		
<b>1.6</b> Demonstrates the ability to ensure that the woman is the primary decision maker in all matters regarding her own healthcare and that of her baby.	<ul style="list-style-type: none"> <li>• Respects the role of women as partners in their care and contributions they can make to it.</li> <li>• Actively involves the woman in all decisions regarding her healthcare and that of her baby.</li> </ul>		

<b>Principle 2: Professional Responsibility and Accountability</b>			
<b>Competency 2: The midwife practises in line with legislation and professional guidance and is responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in the EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2017) as adopted by Midwifery Board of Ireland (NMBI)</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>2.1</b> Demonstrates the ability to act at all times within the law and follows the rules and regulations of the Nursing and Midwifery Board of Ireland (NMBI) and other applicable bodies.	<ul style="list-style-type: none"> <li>Practices within the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021) and the Practice Standards for Midwives (NMBI 2022).</li> </ul>		
<b>2.2</b> Demonstrates the ability to be accountable for their practice to the woman, to the midwifery profession, the Nursing and Midwifery Board of Ireland (NMBI) and the wider community.	<ul style="list-style-type: none"> <li>Demonstrates acceptance of accountability for own professional practice.</li> </ul>		
<b>2.3</b> Works within the scope of practice for a third-year midwifery student and recognises their own level of knowledge, skills and professional behaviours.	<ul style="list-style-type: none"> <li>Evaluates own abilities and level of professional competence and acts accordingly.</li> </ul>		
<b>2.4</b> Demonstrates the ability to ensure that no act or omission by the student places the woman, her baby, her family, their colleagues or themselves at unnecessary risk.	<ul style="list-style-type: none"> <li>Recognises acts and omissions that may place the woman, her baby, colleagues or themselves at unnecessary risk.</li> </ul>		
<b>2.5</b> Demonstrates the ability to provide care in an emergency situation or any situation where something occurs that is outside their scope of practice and refers to the most appropriate healthcare professional.	<ul style="list-style-type: none"> <li>Identifies an emergency situation and is capable of alerting the appropriate healthcare professionals – may be simulated practice.</li> </ul>		

<b>Principle 3: Quality of Practice</b>			
<b>Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>3.1</b> Demonstrates the ability to provide safe, competent, kind, compassionate and respectful professional care which is informed by the best available knowledge and the experiences, preferences and values of the women.	<ul style="list-style-type: none"> <li>Provides safe, competent, kind, compassionate and respectful professional care.</li> <li>Supports women to make informed choices with the multidisciplinary team.</li> </ul>		
<b>3.2</b> Demonstrates the ability to assess, plan, implement and evaluate care using observation, history taking and clinical assessment to plan individualised care for women during pregnancy, labour and birth or in the postnatal period.	<ul style="list-style-type: none"> <li>Participates with the midwife in assessing, planning, implementing and evaluating care using clinical observation, history taking and assessment in a timely manner.</li> </ul>		
<b>3.3</b> Demonstrates the ability to recognise and respond appropriately in a timely manner to any condition (pre-existing or otherwise) and/or event that necessitates consultation with or referral to another midwife and /or other healthcare professional during a women's pregnancy, labour or the postnatal period.	<ul style="list-style-type: none"> <li>Participates in caring for women with complex care needs.</li> <li>Recognises deviations from normal, the significance of the findings, and refers appropriately.</li> </ul>		
<b>3.4</b> Demonstrates the ability to recognise factors during pregnancy, labour and birth or in the postnatal period that indicate deterioration of the women and/or baby and acts appropriately to escalate the level of care.	<ul style="list-style-type: none"> <li>Demonstrates the ability to recognise factors during pregnancy, labour and birth or in the postnatal period that indicate deterioration of the women and/or baby and acts appropriately to escalate the level of care.</li> </ul>		
<b>3.5.</b> Demonstrates the ability to recognise and respond in a timely and appropriate manner to emergencies affecting the health and/or safety of a woman and her baby.	<ul style="list-style-type: none"> <li>Demonstrates the ability to recognises and respond in a timely and appropriate manner to emergencies affecting the health and/or safety of a woman and her baby.</li> </ul>		

**Principle 3: Quality of Practice**

**Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development**

LEVEL: INDIRECT SUPERVISION	Assessment Criteria	Preceptor Date & Sign	
		Pass	Fail
<b>3.6</b> Demonstrates the ability to act effectively as a member of the multidisciplinary team in an emergency situation (real or simulated).	<ul style="list-style-type: none"> <li>• Demonstrates the ability to act effectively as a member of the multidisciplinary team in an emergency situation (real or simulated).</li> </ul>		
<b>3.7</b> Demonstrates the ability to support and educate women with infant-feeding practices which include protecting, promoting and supporting breastfeeding.	<ul style="list-style-type: none"> <li>• Supports and educates women in infant feeding practices include protecting, promoting and supporting breastfeeding.</li> <li>• Recognises challenges and complications that may be associated with infant feeding and can develop an individualised care plan in partnership with the woman.</li> </ul>		
<b>3.8</b> Demonstrates the ability to comply with standard universal infection prevention and control measures.	<ul style="list-style-type: none"> <li>• Uses standard universal infection prevention and control measures.</li> <li>• Educates women to minimise infection through safe hygiene practice.</li> </ul>		
<b>3.9</b> Demonstrates the ability to safely manage drug administration, monitoring effects and documenting appropriately in accordance with Midwifery Board of Ireland (NMBI) medication administration guidance.	<ul style="list-style-type: none"> <li>• Participates with the midwife in the safe management of drug administration, monitoring the effects and documenting appropriately.</li> <li>• Explains the importance of monitoring the actions and side-effects of the medication administered.</li> <li>• Has knowledge of medication legislation and NMBI guidance on medication management.</li> </ul>		
<b>3.10</b> Demonstrates the ability to reflect on their own practice and learning from previous experience in midwifery and can identify future learning needs.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to reflect on own practice and demonstrates learning from previous experience.</li> <li>• Can identify future learning needs.</li> </ul>		
<b>3.11</b> Demonstrates the ability to integrate appropriate national and local guidelines and policies in the provision of evidence-based care.	<ul style="list-style-type: none"> <li>• Identifies and discusses with the midwife how clinical guidelines/policies influence and guide midwifery practice.</li> </ul>		

<b>Principle 3: Quality of Practice</b>			
<b>Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	<b>Preceptor Date &amp; Sign</b>	
		<b>Pass</b>	<b>Fail</b>
<b>3.12</b> Demonstrates the ability to manage and organise effectively the provision of safe and evidence-based care for a caseload of women and their babies.	<ul style="list-style-type: none"> <li>• Begins to adopt a problem-solving approach to the provision of safe midwifery care.</li> <li>• Demonstrates the ability to plan, manage and organise safe and evidence-based care for a caseload of women and their babies in consultation with the midwife. It may be difficult for the student to prioritise care in particular situations.</li> </ul>		
<b>3.13</b> Demonstrates the ability to apply clinical risk-management processes in their own practice.	<ul style="list-style-type: none"> <li>• Participates in clinical risk assessment and reporting of adverse clinical incidents.</li> <li>• Can discuss the importance of clinical risk management in the safe care of women and their babies.</li> </ul>		
<b>3.14</b> Demonstrates the ability to participate in audits of clinical care in practice.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to participate in audits of clinical care in practice.</li> </ul>		
<b>3.15</b> Demonstrates the ability to promote a quality clinical learning environment by engaging in teaching and supporting peers.	<ul style="list-style-type: none"> <li>• Supports and teaches other student midwife colleagues appropriately.</li> </ul>		

<b>Principle: 4: Trust and Confidentiality</b>			
<b>Competency 4: The midwife works in equal partnership with the woman and her family and establishes a relationship of trust and confidentiality.</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>4.1</b> Demonstrates the ability to ensure that the woman and her baby are the primary focus of practice.	<ul style="list-style-type: none"> <li>• Demonstrates dignity, respect, compassion and empathy for the woman and her family in a professional manner.</li> <li>• Includes the woman in plan of care and decision making by using appropriate language.</li> <li>• Obtains informed consent when providing midwifery care.</li> </ul>		
<b>4.2</b> Demonstrates the ability to provide care that is safe, evidence-based, supportive, responsive and compassionate, taking into account the needs of the woman, her baby and her family.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to provide midwifery care that is sensitive, kind, compassionate, supportive and recognises the diverse needs of the woman and her family.</li> </ul>		
<b>4.3</b> Demonstrates the ability to respect the woman's right to privacy and confidentiality.	<ul style="list-style-type: none"> <li>• Maintains women's privacy and confidentiality in accordance with legislation and professional guidance.</li> </ul>		
<b>4.4</b> Demonstrates the ability to recognise and articulate the exceptional circumstances where it may be legally and ethically acceptable to share confidential information gained from a woman.	<ul style="list-style-type: none"> <li>• Demonstrates professional judgement and responsibility when sharing the woman's information and only discloses the minimal amount necessary to the appropriate person(s).</li> </ul>		

<b>Principle 5: Collaboration with Others</b>			
<b>Competency 5: The midwife communicates and collaborates effectively with women, women’s families and with the multidisciplinary healthcare team</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>5.1</b> Demonstrates the ability to provide information in a format that is understandable and accessible to all women and their families.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to provide information that is clear and accurate, at a level which women and their families understand.</li> </ul>		
<b>5.2</b> Demonstrates the ability to communicate appropriately and effectively with women, their families and with the multidisciplinary healthcare team.	<ul style="list-style-type: none"> <li>• Communicates clearly and consistently with women, their families and members of the multidisciplinary healthcare team using professional language.</li> <li>• Actively participates in clinical handover and is able to explain the rationale for the care provided.</li> </ul>		
<b>5.3</b> Demonstrates the ability to recognise and taking appropriate actions to challenge and reduce barriers to effective communication with women, their families and with the multidisciplinary healthcare team.	<ul style="list-style-type: none"> <li>• Recognises facilitators and barriers to effective communication.</li> <li>• Recognises the need for the assistance of a professional interpreter where appropriate.</li> </ul>		
<b>5.4</b> Demonstrates the ability to collaborate with women, the women’s families and the multidisciplinary healthcare team using appropriate communication tools as determined by the needs of the woman and/or her baby to ensure timely referral to the appropriate healthcare professional.	<ul style="list-style-type: none"> <li>• Works effectively with midwives and other healthcare professionals to build professional caring relationships.</li> <li>• Uses appropriate communication tools.</li> <li>• Recognises deviations from the normal and reports promptly to the appropriate healthcare professional.</li> </ul>		
<b>5.5</b> Demonstrates the ability to record clinical practice in a manner which is clear, objective, accurate and timely.	<ul style="list-style-type: none"> <li>• Documents care in a clear, concise, accurate and timely manner in healthcare records in line with best practice.</li> <li>• Can discuss the importance of timely record keeping.</li> </ul>		
<b>5.6.</b> Demonstrates the ability to address differences of professional opinion with colleagues by discussion and informed debate in a professional and timely manner and prevents conflict through effective collaboration and teamwork.	<ul style="list-style-type: none"> <li>• Participates in discussions with other members of multidisciplinary healthcare team.</li> <li>• Acts in a way that demonstrates respect for the professional opinions of others.</li> </ul>		

**YEAR THREE/YEAR FOUR SUPERNUMERARY (INDIRECT SUPERVISION)  
ASSESSMENT OF ANTENATAL ESSENTIAL SKILLS & KNOWLEDGE  
(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Actively participates in checking emergency equipment within the clinical area and can demonstrate how to activate the emergency response system and where to locate emergency equipment		
Assess women’s history on admission to the antenatal ward, identifying, reporting and documenting important elements that may impact on the plan of care		
Assess women on admission to the antenatal ward, attending to their comfort, wellbeing and information needs: <ul style="list-style-type: none"> <li>● Conduct full physical examinations of pregnant women</li> <li>● Assess, document and report baseline vital signs (iMEWS) on admission and during each subsequent care episode, when necessary and if appropriate, including intake and output</li> <li>● Review and interpret laboratory reports</li> <li>● Discreetly screen for domestic abuse as part of women antenatal, social history</li> </ul>		
Assess fetal well-being on admission and throughout subsequent care: <ul style="list-style-type: none"> <li>● Performs abdominal palpation, monitoring for fetal growth and wellbeing</li> <li>● Auscultate the fetal heart beat using a pinard stethoscope and doptone, recognising reassuring and abnormal heart rate patterns</li> <li>● If the membranes have ruptured, make appropriate assessment of the liquor</li> <li>● Assess fetal movement pattern appropriately</li> <li>● Identify indications for antenatal cardiotocography (CTG)</li> </ul>		
Correctly apply CTG machine and interpret CTG with the midwife using a systematic approach: <ul style="list-style-type: none"> <li>● Can recognise and report suspicious or pathological fetal heart rate patterns, and initiate with the midwife appropriate action</li> </ul>		

**YEAR THREE (INDIRECT SUPERVISION)**  
**ASSESSMENT OF ANTENATAL ESSENTIAL SKILLS & KNOWLEDGE**  
**(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Actively participates with the midwife in the interpretation of obstetric ultrasounds and discusses the impact of findings on the plan of care		
Actively participates in the care of women with complex pregnancies, can recognise deviations from the normal and communicates in a timely manner to preceptor/midwife		
Actively participates in the care and management of women having induction of labour		
Identifies the onset of labour of women in the antenatal ward: <ul style="list-style-type: none"> <li>• Can assess uterine contractions in terms of frequency, strength and duration</li> </ul>		
Actively participates in the care and management of a women who require an elective/emergency caesarean section and participates with the midwife in providing a clinical handover to theatre staff		
Actively participates in providing care of a woman and her family who are experiencing bereavement		
Under supervision, prepare, calculate and safely administer oral medication		
Under supervision, prepare, calculate and safely administer subcutaneous injection medication		
Under supervision, prepare, calculate and safely administer intramuscular injection medication		
Participates under supervision in the preparation of intravenous fluid infusions		

**YEAR THREE/YEAR FOUR SUPERNUMERARY (INDIRECT SUPERVISION)  
ASSESSMENT OF ANTENATAL ESSENTIAL SKILLS & KNOWLEDGE  
(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Performs venepuncture safely and effectively		
Identify indications for Anti-D administration and actively participates in the checking, monitoring and recording of Anti-D (and other blood products) safely and effectively, with strict adherence and attention to local and national guidelines*		

**Midwifery students are not permitted to administer intravenous fluids, either with or without additives, or blood products at any other time during their midwifery registration education programme.**



## INTERMEDIATE INTERVIEW

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

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

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

Signature of Preceptor/Co-preceptor:

Signature of Student Midwife:

Date:

Student progressing satisfactorily: Yes  No

CPC Present if applicable: Yes  No

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

Date of Final interview:

Signature of CPC:

Date:

Comments (where appropriate):

Date:

Designation:

Signature:

## INTERMEDIATE LEARNING PLAN

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

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

## **INTERMEDIATE LEARNING PLAN - CONTINUED**

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

# FINAL INTERVIEW

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

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

## FINAL INTERVIEW CONTINUED

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

**FINAL INTERVIEW CONTINUED**

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

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

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

Date/Time	Signature/Designation	Comments

## RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

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

Date/Time	Signature/Designation	Comments

## RECORD OF ADDITIONAL CLINICAL SKILLS

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

<b>Date</b>	<b>Clinical Skill</b>	<b>Signature of Preceptor/Midwife</b>

## RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

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

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

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

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

## RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

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

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

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

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

# LABOUR AND BIRTH

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

**NMBI National Competence Assessment Document  
Year Four (SUPERNUMERARY) Practice Placement Details, Attendance and Reflection Record**

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

<b>Name of practice placement</b>	
<b>Number of weeks in this practice placement</b>	
<b>Type of practice placement</b>	
<b>Name of the health service provider</b>	
<b>Phone number of placement</b>	
<b>Name of CMM</b>	
<b>Name of Preceptor</b>	
<b>Name of Associate Preceptor</b>	

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

<b>Week 1 Attendance Record</b>					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 1 Reflection Record</b>			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

<b>Week 2</b>	<b>Attendance Record</b>				
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Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 2</b>	<b>Reflection Record</b>			
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Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

<b>Week 3</b>	<b>Attendance Record</b>				
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Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 3</b>	<b>Reflection Record</b>			
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Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

Week 4 Attendance Record					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-					
Week 4 Reflection Record					
Date	Structured Reflection	Theme	Hours		
	Midwifery student signature				
Date	Unstructured Reflection	Theme	Hours		
Reflection completed	Midwifery student signature				

<b>Number of Hours Absent:</b>
<b>Total hours completed on this page:</b>
<b>Declaration by Student:</b> I confirm that the hours recorded on this sheet are a true and accurate account of the duty I have worked.
<b>Signature of Student:</b> _____ <b>Date:</b> _____

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

<b>Principle 1: Respect for the Dignity of the Person</b>			
<b>Competency 1: The midwife's practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	<b>Preceptor Date &amp; Sign</b>	
		<b>Pass</b>	<b>Fail</b>
<b>1.1</b> Demonstrates ability to promote and protect pregnancy and childbirth as a healthy and normal physiological event and a profound event in a women's life.	<ul style="list-style-type: none"> <li>• Demonstrates ability to promote and protect pregnancy and childbirth as a healthy and normal physiological event.</li> <li>• Demonstrates ability to provide the necessary support, care and advice to women in the promotion of normal birth.</li> <li>• Discusses the requirement for possible interventions if complications arise during pregnancy, labour, birth or the postnatal period, providing evidence to underpin same.</li> </ul>		
<b>1.2</b> Demonstrates the ability to advocate on behalf of women and their babies to ensure their rights and interests are protected, including the women's right to choose how and where to give birth.	<ul style="list-style-type: none"> <li>• Advocates on behalf of women and their babies to ensure their rights and interests are protected, including the women's right to choose how and where to give birth.</li> </ul>		
<b>1.3</b> Demonstrates the ability to respect the diversity of beliefs, values, choices and priorities of the women their families.	<ul style="list-style-type: none"> <li>• Provides care for women consistent with their cultural and religious beliefs and preferences where appropriate.</li> </ul>		
<b>1.4</b> Demonstrates the ability to provide sufficient evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby.	<ul style="list-style-type: none"> <li>• Provides evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby.</li> </ul>		
<b>1.5</b> Demonstrates the ability to support women to engage with maternity care.	<ul style="list-style-type: none"> <li>• Educates women on the importance of being actively engaged in their own maternity care.</li> </ul>		
<b>1.6</b> Demonstrates the ability to ensure that the woman is the primary decision maker in all matters regarding her own healthcare and that of her baby.	<ul style="list-style-type: none"> <li>• Respects the role of women as partners in their care and contributions they can make to it.</li> <li>• Actively involves the woman in all decisions regarding her healthcare and that of her baby.</li> </ul>		

<b>Principle 2: Professional Responsibility and Accountability</b>			
<b>Competency 2: The midwife practises in line with legislation and professional guidance and is responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in the EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2017) as adopted by Midwifery Board of Ireland (NMBI)</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>2.1</b> Demonstrates the ability to act at all times within the law and follows the rules and regulations of the Nursing and Midwifery Board of Ireland (NMBI) and other applicable bodies.	<ul style="list-style-type: none"> <li>Practices within the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021) and the Practice Standards for Midwives (NMBI 2022).</li> </ul>		
<b>2.2</b> Demonstrates the ability to be accountable for their practice to the woman, to the midwifery profession, the Nursing and Midwifery Board of Ireland (NMBI) and the wider community.	<ul style="list-style-type: none"> <li>Demonstrates acceptance of accountability for own professional practice.</li> </ul>		
<b>2.3</b> Works within the scope of practice for a third-year midwifery student and recognises their own level of knowledge, skills and professional behaviours.	<ul style="list-style-type: none"> <li>Works within the scope of practice for a third-year midwifery student and recognises their own level of knowledge, skills and professional behaviours.</li> </ul>		
<b>2.4</b> Demonstrates the ability to ensure that no act or omission by the student places the woman, her baby, her family, their colleagues or themselves at unnecessary risk.	<ul style="list-style-type: none"> <li>Demonstrates the ability to recognise acts and omissions that may place the woman, her baby, colleagues or themselves at unnecessary risk.</li> </ul>		
<b>2.5</b> Demonstrates the ability to provide care in an emergency situation or any situation where something occurs that is outside their scope of practice and refers to the most appropriate healthcare professional.	<ul style="list-style-type: none"> <li>Identifies an emergency situation and is capable of alerting the appropriate healthcare professionals – may be simulated practice.</li> </ul>		

**Principle 3: Quality of Practice**

**Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development**

LEVEL: INDIRECT SUPERVISION	Assessment Criteria	Preceptor Date & Sign	
		Pass	Fail
<p><b>3.1</b> Demonstrates the ability to provide safe, competent, kind, compassionate and respectful professional care which is informed by the best available knowledge and the experiences, preferences and values of the women.</p>	<ul style="list-style-type: none"> <li>Provides safe, competent, kind, compassionate and respectful professional care.</li> <li>Supports women to make informed choices with the multidisciplinary team.</li> </ul>		
<p><b>3.2</b> Demonstrates the ability to assess, plan, implement and evaluate care using observation, history taking and clinical assessment to plan individualised care for women during pregnancy, labour and birth or in the postnatal period.</p>	<ul style="list-style-type: none"> <li>Participates with the midwife in assessing, planning, implementing and evaluating care using clinical observation, history taking and assessment in a timely manner.</li> </ul>		
<p><b>3.3</b> Demonstrates the ability to recognise and respond appropriately in a timely manner to any condition (pre-existing or otherwise) and/or event that necessitates consultation with or referral to another midwife and /or other healthcare professional during a women's pregnancy, labour or the postnatal period.</p>	<ul style="list-style-type: none"> <li>Participates in caring for women with complex care needs.</li> <li>Recognises deviations from normal and refers appropriately to the midwife/midwife manager. Discusses the significance with the midwife.</li> </ul>		
<p><b>3.4</b> Demonstrates the ability to recognise factors during pregnancy, labour and birth or in the postnatal period that indicate deterioration of the women and/or baby and acts appropriately to escalate the level of care.</p>	<ul style="list-style-type: none"> <li>Demonstrates the ability to recognises factors during pregnancy, labour and birth or in the postnatal period that indicate deterioration of the women and/or baby and acts appropriately to escalate the level of care.</li> </ul>		
<p><b>3.5.</b> Demonstrates the ability to recognise and respond in a timely and appropriate manner to emergencies affecting the health and/or safety of a woman and her baby.</p>	<ul style="list-style-type: none"> <li>Demonstrates the ability to recognise and respond in a timely and appropriate manner to emergencies affecting the health and/or safety of a woman and her baby.</li> </ul>		
<p><b>3.6</b> Demonstrates the ability to act effectively as a member of the multidisciplinary team in an emergency situation (real or simulated).</p>	<ul style="list-style-type: none"> <li>Demonstrates the ability to act effectively as a member of the multidisciplinary team in an emergency situation (real or simulated).</li> </ul>		

**Principle 3: Quality of Practice**

**Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development**

<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	<b>Preceptor Date &amp; Sign</b>	
		<b>Pass</b>	<b>Fail</b>
<b>3.7</b> Demonstrates the ability to support and educate women with infant-feeding practices which include protecting, promoting and supporting breastfeeding.	<ul style="list-style-type: none"> <li>• Supports and educates women in infant feeding practices include protecting, promoting and supporting breastfeeding.</li> <li>• Recognises challenges and complications that may be associated with infant feeding and can develop an individualised care plan in partnership with the woman.</li> </ul>		
<b>3.8</b> Demonstrates the ability to comply with standard universal infection prevention and control measures.	<ul style="list-style-type: none"> <li>• Uses standard universal infection prevention and control measures.</li> <li>• Educates women to minimise infection through safe hygiene practice.</li> </ul>		
<b>3.9</b> Demonstrates the ability to safely manage drug administration, monitoring effects and documenting appropriately in accordance with Midwifery Board of Ireland (NMBI) medication administration guidance.	<ul style="list-style-type: none"> <li>• Participates with the midwife in the safe management of drug administration, monitoring the effects and documenting appropriately.</li> <li>• Explains the importance of monitoring the actions and side-effects of the medication administered.</li> <li>• Has knowledge of medication legislation and NMBI guidance on medication management.</li> </ul>		
<b>3.10</b> Demonstrates the ability to reflect on their own practice and learning from previous experience in midwifery and can identify future learning needs.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to reflect on own practice and demonstrates learning from previous experience.</li> <li>• Can identify future learning needs.</li> </ul>		
<b>3.11</b> Demonstrates the ability to integrate appropriate national and local guidelines and policies in the provision of evidence-based care.	<ul style="list-style-type: none"> <li>• Identifies and discusses with the midwife how clinical guidelines/policies influence and guide midwifery practice.</li> </ul>		

<b>Principle 3: Quality of Practice</b>			
<b>Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>3.12</b> Demonstrates the ability to manage and organise effectively the provision of safe and evidence-based care for a caseload of women and their babies.	<ul style="list-style-type: none"> <li>• Begins to adopt a problem-solving approach to the provision of safe midwifery care.</li> <li>• Demonstrates the ability to plan, manage and organise safe and evidence-based care for a caseload of women and their babies in consultation with the midwife. It may be difficult for the student to prioritise care in particular situations.</li> </ul>		
<b>3.13</b> Demonstrates the ability to apply clinical risk-management processes in their own practice.	<ul style="list-style-type: none"> <li>• Participates in clinical risk assessment and reporting of adverse clinical incidents.</li> <li>• Can discuss the importance of clinical risk management in the safe care of women and their babies.</li> </ul>		
<b>3.14</b> Demonstrates the ability to participate in audits of clinical care in practice.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to participate in audits of clinical care in practice.</li> </ul>		
<b>3.15</b> Demonstrates the ability to promote a quality clinical learning environment by engaging in teaching and supporting peers.	<ul style="list-style-type: none"> <li>• Supports and teaches other student midwife colleagues appropriately.</li> </ul>		

<b>Principle: 4: Trust and Confidence</b>			
<b>Competency 4: The midwife works in equal partnership with the woman and her family and establishes a relationship of trust and confidentiality.</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>4.1</b> Demonstrates the ability to ensure that the woman and her baby are the primary focus of practice.	<ul style="list-style-type: none"> <li>• Demonstrates dignity, respect, compassion and empathy for the woman and her family in a professional manner.</li> <li>• Includes the woman in plan of care and decision making by using appropriate language.</li> <li>• Obtains informed consent when providing midwifery care.</li> </ul>		
<b>4.2</b> Demonstrates the ability to provide care that is safe, evidence-based, supportive, responsive and compassionate, taking into account the needs of the woman, her baby and her family.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to provide midwifery care that is sensitive, kind, compassionate, supportive and recognises the diverse needs of the woman and her family.</li> </ul>		
<b>4.3</b> Demonstrates the ability to respect the woman's right to privacy and confidentiality.	<ul style="list-style-type: none"> <li>• Maintains women's privacy and confidentiality in accordance with legislation and professional guidance.</li> </ul>		
<b>4.4</b> Demonstrates the ability to recognise and articulate the exceptional circumstances where it may be legally and ethically acceptable to share confidential information gained from a woman.	<ul style="list-style-type: none"> <li>• Demonstrates professional judgement and responsibility when sharing the woman's information and only discloses the minimal amount necessary to the appropriate person(s).</li> </ul>		

**Principle 5: Collaboration with Others**

**Competency 5: The midwife communicates and collaborates effectively with women, women’s families and with the multidisciplinary healthcare team**

<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	<b>Preceptor Date &amp; Sign</b>	
		<b>Pass</b>	<b>Fail</b>
<b>5.1</b> Demonstrates the ability to provide information in a format that is understandable and accessible to all women and their families.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to provides information that is clear and accurate, at a level which women and their families can understand.</li> </ul>		
<b>5.2</b> Demonstrates the ability to communicate appropriately and effectively with women, their families and with the multidisciplinary healthcare team.	<ul style="list-style-type: none"> <li>• Communicates clearly and consistently with women, their families and members of the multidisciplinary healthcare team using professional language.</li> <li>• Actively participates in clinical handover and is able to explain the rationale for the care provided.</li> </ul>		
<b>5.3</b> Demonstrates the ability to recognise and taking appropriate actions to challenge and reduce barriers to effective communication with women, their families and with the multidisciplinary healthcare team.	<ul style="list-style-type: none"> <li>• Recognises facilitators and barriers to effective communication.</li> <li>• Recognises the need for the assistance of a professional interpreter where appropriate.</li> </ul>		
<b>5.4</b> Demonstrates the ability to collaborate with women, the women’s families and the multidisciplinary healthcare team using appropriate communication tools as determined by the needs of the woman and/or her baby to ensure timely referral to the appropriate healthcare professional.	<ul style="list-style-type: none"> <li>• Works effectively with midwives and other healthcare professionals to build professional caring relationships.</li> <li>• Uses appropriate communication tools.</li> <li>• Recognises deviations from the normal and reports promptly to the appropriate healthcare professional.</li> </ul>		
<b>5.5</b> Demonstrates the ability to record clinical practice in a manner which is clear, objective, accurate and timely.	<ul style="list-style-type: none"> <li>• Documents care in a clear, concise, accurate and timely manner in healthcare records in line with best practice.</li> <li>• Can discuss the importance of timely record keeping.</li> </ul>		
<b>5.6.</b> Demonstrates the ability to address differences of professional opinion with colleagues by discussion and informed debate in a professional and timely manner and prevents conflict through effective collaboration and teamwork.	<ul style="list-style-type: none"> <li>• Participates in discussions with other members of multidisciplinary healthcare team.</li> <li>• Acts in a way that demonstrates respect for the professional opinions of others.</li> </ul>		

**YEAR THREE/YEAR FOUR SUPERNUMERARY (INDIRECT SUPERVISION)**  
**ASSESSMENT OF INTRAPARTUM ESSENTIAL SKILLS & KNOWLEDGE**  
**(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Actively participates in checking emergency equipment within the clinical area and can demonstrate how to activate the emergency response system and where to locate emergency equipment		
Assess women on admission, identifying, reporting and documenting important elements that may impact on the plan of care: <ul style="list-style-type: none"> <li>• Takes an accurate history on admission</li> <li>• Perform and records maternal vital signs and urinalysis on admission and throughout labour and can interpret, identify deviations from normal and escalate care as appropriate</li> <li>• Perform a physical examination of the women with the women consent</li> <li>• Review and interpret laboratory reports</li> <li>• Actively participates in the interpretation of obstetric ultrasounds and discuss the impact of findings with the midwife on the plan of care</li> </ul>		
Identify the onset of labour and signs and symptoms associated with labour		
Assess fetal well-being on admission: <ul style="list-style-type: none"> <li>• Performs abdominal palpation to determine symphysis-fundal height measurement, fetal lie, attitude, presentation, degree of engagement and position</li> <li>• Assess uterine contractions in terms of frequency, strength and duration</li> <li>• Auscultate the fetal heartbeat using a pinard stethoscope and doptone immediately after a contraction, recognising suspicious or pathological fetal heart rate</li> <li>• If the membranes have ruptured, make appropriate assessment of the liquor</li> <li>• Assess fetal movement pattern appropriately</li> <li>• Identify indications for intrapartum cardiotocography (CTG)</li> </ul>		

**YEAR THREE/FOUR SUPERNUMERARY (INDIRECT SUPERVISION)**  
**ASSESSMENT OF INTRAPARTUM ESSENTIAL SKILLS & KNOWLEDGE**  
**(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Correctly apply CTG machine and interpret CTG with the midwife using a systematic approach: <ul style="list-style-type: none"> <li>• Can recognise and report suspicious or pathological fetal heart rate patterns, and can initiate appropriate action with the midwife</li> </ul>		
Identify indications and contraindications for use of fetal scalp electrode (FSE)		
Identify indications and rationales for fetal blood sampling in labour: <ul style="list-style-type: none"> <li>• Actively participates in preparing for and assisting with fetal blood sampling</li> <li>• Actively participates with the midwife in interpreting the results and planning subsequent management</li> </ul>		
Identify indications and contraindications for vaginal examination: <ul style="list-style-type: none"> <li>• Performs a vaginal examination and actively participates in interpreting, reporting and documenting the findings</li> </ul>		
Identify indications and contraindications for artificial rupture of membranes		
Assess liquor volume, colour and odour throughout labour, reporting any deviations from the norm and initiates appropriate referral and management plan with the midwife		
Perform urinary catheterisation where appropriate		
Actively participates in the care of a woman requiring an oxytocin infusion, adhering to protocols regarding the dose and titration, assessing uterine contractions, resting tone and assessment of fetal well-being		

**YEAR THREE/FOUR SUPERNUMERARY (INDIRECT SUPERVISION)**  
**ASSESSMENT OF INTRAPARTUM ESSENTIAL SKILLS & KNOWLEDGE**  
**(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Provide care and advice for women who choose non-pharmacological comfort measures in labour: <ul style="list-style-type: none"> <li>• Supports women who choose hydrotherapy, hypnobirthing, labour hopscotch, use of mobility aids such as birthing balls, stools and mats etc.</li> </ul>		
Provide care for women who choose inhalation, intramuscular and/or epidural analgesia pain relief in labour adhering to: <ul style="list-style-type: none"> <li>• NMBI and HIQA Guidance on Medication Management and Administration</li> <li>• Student midwives' <i>Scope of Practice</i></li> <li>• Local policies and guidelines</li> </ul>		
Assess progress during the first and second stage of labour using: <ul style="list-style-type: none"> <li>• Observation, such as maternal behaviour, expulsive uterine contractions</li> <li>• Abdominal examination to assess descent of the presenting part</li> <li>• Vaginal examination as appropriate, determining station and position</li> </ul>		
Prepares the appropriate environment for birth: <ul style="list-style-type: none"> <li>• Birthing room</li> <li>• Birthing Trolley</li> <li>• Emergency equipment (including Neonatal Resuscitaire)</li> </ul>		
Assist women in birthing their baby by providing emotional and physical support as appropriate and uses appropriate techniques to minimise perineal trauma		
Identify the indications and contraindications for selective use of episiotomy		

**YEAR THREE/FOUR SUPERNUMERARY (INDIRECT SUPERVISION)  
ASSESSMENT OF INTRAPARTUM ESSENTIAL SKILLS & KNOWLEDGE  
(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Actively participates in preparing for an instrumental assisted birth Actively participates in providing midwifery care for women requiring an assisted birth		
Actively participates in the preparation of women for transfer to theatre for emergency caesarean section and actively participates with the midwife in providing clinical handover to theatre staff		
Actively participates in the care of women with complex pregnancies, including timely reporting of any significant changes in maternal and or fetal condition		
Facilitate safe expulsion of the placenta and membranes in the third stage of labour: <ul style="list-style-type: none"> <li>● Physiological management (if not seen can discuss)</li> <li>● Active Management of the third stage</li> <li>● Examines the placenta and membranes and disposes of the placenta appropriately</li> <li>● Participates in reserving umbilical cord blood to assess blood group and rhesus status where indicated</li> <li>● Participates in reserving paired cord pH samples where indicated</li> </ul>		
Participates with the midwife in the inspection of the perineum and assists in identifying the type of perineal trauma and the need for perineal repair		

**YEAR THREE/FOUR SUPERNUMERARY (INDIRECT SUPERVISION)  
ASSESSMENT OF INTRAPARTUM ESSENTIAL SKILLS & KNOWLEDGE  
(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Actively participates in the provision of sensitive and compassionate physical and emotional care of women and their family who are experiencing pregnancy loss		
Provide immediate care to the newborn following birth: <ul style="list-style-type: none"> <li>● Assesses transition to extrauterine life by assessing respiratory effort, colour, tone, response to stimuli and can auscultation the neonatal heart rate using stethoscope</li> <li>● Assesses and records APGAR score</li> <li>● Initiate initial steps of neonatal resuscitation if indicated (or can discuss)</li> <li>● Promotes thermoregulation of the infant</li> <li>● Promotes and assists with the initiation of early skin to skin contact</li> <li>● Supports women/partners to have skin to skin contact with their baby in a safe and unhurried environment</li> <li>● Promotes breastfeeding and assists the mother to breastfeed her newborn as soon as possible following birth</li> <li>● Applies infant identification bands and electronic security tag</li> </ul>		
Actively participates in performing the initial midwife examination of the newborn with the midwife		
Under supervision, prepare and administer vitamin K to the newborn following the woman's informed consent		
Assess maternal and newborn well-being prior to transfer to the postnatal ward or home		
Under supervision, prepare, and safely administer inhalation analgesia		
Under supervision, prepare, calculate and safely administer oral medication		

**YEAR THREE/FOUR SUPERNUMERARY (INDIRECT SUPERVISION)  
ASSESSMENT OF INTRAPARTUM ESSENTIAL SKILLS & KNOWLEDGE  
(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

ESSENTIAL SKILLS	Student Self -Assessment Date & Sign	Midwife Date & Sign
Under supervision, prepare, calculate and safely administer PR medication		
Under supervision, prepare, calculate and safely administer intramuscular medication		
Participates under supervision in the preparation of intravenous fluid infusions		
Performs venepuncture safely and effectively		

**\*Midwifery students are not permitted to administer intravenous fluids, either with or without additives, or blood products at any other time during their midwifery registration education programme.**



## INTERMEDIATE INTERVIEW

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

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

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

Signature of Preceptor/Co-preceptor:

Signature of Student Midwife:

Date:

Student progressing satisfactorily: Yes  No

CPC Present if applicable: Yes  No

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

Signature of CPC:

Date:

Date of Final interview:

Comments (where appropriate):

Date:

Designation:

Signature:

## INTERMEDIATE LEARNING PLAN

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

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

## INTERMEDIATE LEARNING PLAN - CONTINUED

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

## **INTERMEDIATE LEARNING PLAN - CONTINUED**

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

# FINAL INTERVIEW

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

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

**FINAL INTERVIEW CONTINUED**

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

**FINAL INTERVIEW CONTINUED**

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

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

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

Date/Time	Signature/Designation	Comments

## RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

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

Date/Time	Signature/Designation	Comments

## **RECORD OF ADDITIONAL CLINICAL SKILLS**

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

<b>Date</b>	<b>Clinical Skill</b>	<b>Signature of Preceptor/Midwife</b>

## RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

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

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

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

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

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

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

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

# POSTNATAL

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

**NMBI National Competence Assessment Document  
Year Four (SUPERNUMERARY) Practice Placement Details, Attendance and Reflection Record**

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

<b>Name of practice placement</b>	
<b>Number of weeks in this practice placement</b>	
<b>Type of practice placement</b>	
<b>Name of the health service provider</b>	
<b>Phone number of placement</b>	
<b>Name of CMM</b>	
<b>Name of Preceptor</b>	
<b>Name of Associate Preceptor</b>	

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

<b>Week 1 Attendance Record</b>					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 1 Reflection Record</b>			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

Week 2 Attendance Record					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Supervisor Signature					
Week 2 Reflection Record					
Date	Structured Reflection	Theme	Hours		
	Midwifery student signature				
Date	Unstructured Reflection	Theme	Hours		
Reflection completed	Midwifery student signature				

Week 3 Attendance Record					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Supervisor Signature					
Week 3 Reflection Record					
Date	Structured Reflection	Theme	Hours		
	Midwifery student signature				
Date	Unstructured Reflection	Theme	Hours		
Reflection completed	Midwifery student signature				

<b>Week 4</b>	<b>Attendance Record</b>				
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Date					
Hours of Duty					
Midwifery Student Signature					

<b>Week 4</b>	<b>Reflection Record</b>			
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Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

<b>Number of Hours Absent:</b>
--------------------------------

<p><b>Total hours completed on this page:</b></p> <p><b>Declaration by Student:</b> I confirm that the hours recorded on this sheet are a true and accurate account of the duty I have worked.</p> <p><b>Signature of Student:</b> _____ <span style="float: right;"><b>Date:</b> _____</span></p>
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**In each indirect supervision level clinical placement all competencies and their associated assessment criteria must be assessed and passed successfully before the student can progress to distant supervision level clinical placements. On completion of the clinical placement, the student is deemed to have either passed or failed the competence/competencies.**

<b>Principle 1: Respect for the Dignity of the Person</b>			
<b>Competency 1: The midwife's practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	<b>Preceptor Date &amp; Sign</b>	
		<b>Pass</b>	<b>Fail</b>
<b>1.1</b> Demonstrates ability to promote and protect pregnancy and childbirth as a healthy and normal physiological event and a profound event in a women's life.	<ul style="list-style-type: none"> <li>• Demonstrates ability to promote and protect pregnancy and childbirth as a healthy and normal physiological event.</li> <li>• Demonstrates ability to provide the necessary support, care and advice to women in the promotion of normal birth.</li> <li>• Discusses the requirement for possible interventions if complications arise during pregnancy, labour, birth or the postnatal period, providing evidence to underpin same.</li> </ul>		
<b>1.2</b> Demonstrates the ability to advocate on behalf of women and their babies to ensure their rights and interests are protected, including the women's right to choose how and where to give birth.	<ul style="list-style-type: none"> <li>• Advocates on behalf of women and their babies to ensure their rights and interests are protected, including the women's right to choose how and where to give birth.</li> </ul>		
<b>1.3</b> Demonstrates the ability to respect the diversity of beliefs, values, choices and priorities of the women their families.	<ul style="list-style-type: none"> <li>• Provides care for women consistent with their cultural and religious beliefs and preferences where appropriate.</li> </ul>		
<b>1.4</b> Demonstrates the ability to provide sufficient evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby.	<ul style="list-style-type: none"> <li>• Provides evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby.</li> </ul>		
<b>1.5</b> Demonstrates the ability to support women to engage with maternity care.	<ul style="list-style-type: none"> <li>• Educates women on the importance of being actively engaged in their own maternity care.</li> </ul>		
<b>1.6</b> Demonstrates the ability to ensure that the woman is the primary decision maker in all matters regarding her own healthcare and that of her baby.	<ul style="list-style-type: none"> <li>• Respects the role of women as partners in their care and contributions they can make to it.</li> <li>• Actively involves the woman in all decisions regarding her healthcare and that of her baby.</li> </ul>		

<b>Principle 2: Professional Responsibility and Accountability</b>			
<b>Competency 2: The midwife practises in line with legislation and professional guidance and is responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in the EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2017) as adopted by Midwifery Board of Ireland (NMBI)</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>2.1</b> Demonstrates the ability to act at all times within the law and follows the rules and regulations of the Nursing and Midwifery Board of Ireland (NMBI) and other applicable bodies.	<ul style="list-style-type: none"> <li>Practices within the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021) and the Practice Standards for Midwives (NMBI 2022).</li> </ul>		
<b>2.2</b> Demonstrates the ability to be accountable for their practice to the woman, to the midwifery profession, the Nursing and Midwifery Board of Ireland (NMBI) and the wider community.	<ul style="list-style-type: none"> <li>Demonstrates acceptance of accountability for own professional practice.</li> </ul>		
<b>2.3</b> Works within the scope of practice for a third-year midwifery student and recognises their own level of knowledge, skills and professional behaviours.	<ul style="list-style-type: none"> <li>Evaluates own abilities and level of professional competence and acts accordingly.</li> </ul>		
<b>2.4</b> Demonstrates the ability to ensure that no act or omission by the student places the woman, her baby, her family, their colleagues or themselves at unnecessary risk.	<ul style="list-style-type: none"> <li>Demonstrates the ability to recognise acts and omissions that may place the woman, her baby, colleagues, or themselves at unnecessary risk.</li> </ul>		
<b>2.5</b> Demonstrates the ability to provide care in an emergency situation or any situation where something occurs that is outside their scope of practice and refers to the most appropriate healthcare professional.	<ul style="list-style-type: none"> <li>Identifies an emergency situation and is capable of alerting the appropriate healthcare professionals – may be simulated practice.</li> </ul>		

**Principle 3: Quality of Practice**

**Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development**

<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>3.1</b> Demonstrates the ability to provide safe, competent, kind, compassionate and respectful professional care which is informed by the best available knowledge and the experiences, preferences and values of the women.	<ul style="list-style-type: none"> <li>• Provides safe, competent, kind, compassionate and respectful professional care.</li> <li>• Supports women to make informed choices with the multidisciplinary team.</li> </ul>		
<b>3.2</b> Demonstrates the ability to assess, plan, implement and evaluate care using observation, history taking and clinical assessment to plan individualised care for women during pregnancy, labour and birth or in the postnatal period.	<ul style="list-style-type: none"> <li>• Participates with the midwife in assessing, planning, implementing and evaluating care using clinical observation, history taking and assessment in a timely manner.</li> </ul>		
<b>3.3</b> Demonstrates the ability to recognise and respond appropriately in a timely manner to any condition (pre-existing or otherwise) and/or event that necessitates consultation with or referral to another midwife and /or other healthcare professional during a women’s pregnancy, labour or the postnatal period.	<ul style="list-style-type: none"> <li>• Participates in caring for women with complex care needs.</li> <li>• Recognises deviations from normal and refers appropriately within a timely manner.</li> <li>• Discusses the significance with the midwife.</li> </ul>		
<b>3.4</b> Demonstrates the ability to recognise factors during pregnancy, labour and birth or in the postnatal period that indicate deterioration of the women and/or baby and acts appropriately to escalate the level of care.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to recognise factors during pregnancy, labour and birth or in the postnatal period that indicate deterioration of the women and/or baby and acts appropriately to escalate the level of care.</li> </ul>		
<b>3.5.</b> Demonstrates the ability to recognise and respond in a timely and appropriate manner to emergencies affecting the health and/or safety of a woman and her baby.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to recognises and respond in a timely and appropriate manner to emergencies affecting the health and/or safety of a woman and her baby.</li> </ul>		

**Principle 3: Quality of Practice**

**Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development**

<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	<b>Preceptor Date &amp; Sign</b>	
		<b>Pass</b>	<b>Fail</b>
<b>3.6</b> Demonstrates the ability to act effectively as a member of the multidisciplinary team in an emergency situation (real or simulated).	<ul style="list-style-type: none"> <li>• Demonstrates the ability to act effectively as a member of the multidisciplinary team in an emergency situation (real or simulated).</li> </ul>		
<b>3.7</b> Demonstrates the ability to support and educate women with infant-feeding practices which include protecting, promoting and supporting breastfeeding.	<ul style="list-style-type: none"> <li>• Supports and educates women in infant feeding practices include protecting, promoting and supporting breastfeeding.</li> <li>• Recognises challenges and complications that may be associated with infant feeding and can develop an individualised care plan in partnership with the woman.</li> </ul>		
<b>3.8</b> Demonstrates the ability to comply with standard universal infection prevention and control measures.	<ul style="list-style-type: none"> <li>• Uses standard universal infection prevention and control measures.</li> <li>• Educates women to minimise infection through safe hygiene practice.</li> </ul>		
<b>3.9</b> Demonstrates the ability to safely manage drug administration, monitoring effects and documenting appropriately in accordance with Midwifery Board of Ireland (NMBI) medication administration guidance.	<ul style="list-style-type: none"> <li>• Participates with the midwife in the safe management of drug administration, monitoring the effects and documenting appropriately.</li> <li>• Explains the importance of monitoring the actions and side-effects of the medication administered.</li> <li>• Has knowledge of medication legislation and NMBI guidance on medication management.</li> </ul>		

**Principle 3: Quality of Practice**

**Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development**

<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	<b>Preceptor Date &amp; Sign</b>	
		<b>Pass</b>	<b>Fail</b>
<b>3.10</b> Demonstrates the ability to reflect on their own practice and learning from previous experience in midwifery and can identify future learning needs.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to reflect on own practice and demonstrates learning from previous experience.</li> <li>• Can identify future learning needs.</li> </ul>		
<b>3.11</b> Demonstrates the ability to integrate appropriate national and local guidelines and policies in the provision of evidence-based care.	<ul style="list-style-type: none"> <li>• Identifies and discusses with the midwife how clinical guidelines/policies influence and guide midwifery practice.</li> </ul>		
<b>3.12</b> Demonstrates the ability to manage and organise effectively the provision of safe and evidence-based care for a caseload of women and their babies.	<ul style="list-style-type: none"> <li>• Begins to adopt a problem-solving approach to the provision of safe midwifery care.</li> <li>• Demonstrates the ability to plan, manage and organise safe and evidence-based care for a caseload of women and their babies. It may be difficult for the student to prioritise care in particular situations.</li> </ul>		
<b>3.13</b> Demonstrates the ability to apply clinical risk-management processes in their own practice.	<ul style="list-style-type: none"> <li>• Participates in clinical risk assessment and reporting of adverse clinical incidents.</li> <li>• Can discuss the importance of clinical risk management in the safe care of women and their babies.</li> </ul>		
<b>3.14</b> Demonstrates the ability to participate in audits of clinical care in practice.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to participate in audits of clinical care in practice.</li> </ul>		
<b>3.15</b> Demonstrates the ability to promote a quality clinical learning environment by engaging in teaching and supporting peers.	<ul style="list-style-type: none"> <li>• Supports and teaches other student midwife colleagues appropriately.</li> </ul>		

**Principle: 4: Trust and Confidence**

**Competency 4: The midwife works in equal partnership with the woman and her family and establishes a relationship of trust and confidentiality.**

<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>4.1</b> Demonstrates the ability to ensure that the woman and her baby are the primary focus of practice.	<ul style="list-style-type: none"> <li>• Demonstrates dignity, respect, compassion and empathy for the woman and her family in a professional manner.</li> <li>• Includes the woman in plan of care and decision making by using appropriate language.</li> <li>• Obtains informed consent when providing midwifery care.</li> </ul>		
<b>4.2</b> Demonstrates the ability to provide care that is safe, evidence-based, supportive, responsive and compassionate, taking into account the needs of the woman, her baby and her family.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to provide midwifery care that is sensitive, kind, compassionate, supportive and recognises the diverse needs of the woman and her family.</li> </ul>		
<b>4.3</b> Demonstrates the ability to respect the woman's right to privacy and confidentiality.	<ul style="list-style-type: none"> <li>• Maintains women's privacy and confidentiality in accordance with legislation and professional guidance.</li> </ul>		
<b>4.4</b> Demonstrates the ability to recognise and articulate the exceptional circumstances where it may be legally and ethically acceptable to share confidential information gained from a woman.	<ul style="list-style-type: none"> <li>• Demonstrates professional judgement and responsibility when sharing the woman's information and only discloses the minimal amount necessary to the appropriate person(s).</li> </ul>		

<b>Principle 5: Collaboration with Others</b>			
<b>Competency 5: The midwife communicates and collaborates effectively with women, women’s families and with the multidisciplinary healthcare team</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>5.1</b> Demonstrates the ability to provide information in a format that is understandable and accessible to all women and their families.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to provide information that is clear and accurate, at a level which woman and their families can understand.</li> </ul>		
<b>5.2</b> Demonstrates the ability to communicate appropriately and effectively with women, their families and with the multidisciplinary healthcare team.	<ul style="list-style-type: none"> <li>• Communicates clearly and consistently with women, their families and members of the multidisciplinary healthcare team using professional language.</li> <li>• Actively participates in clinical handover and is able to explain the rationale for the care provided.</li> </ul>		
<b>5.3</b> Demonstrates the ability to recognise and taking appropriate actions to challenge and reduce barriers to effective communication with women, their families and with the multidisciplinary healthcare team.	<ul style="list-style-type: none"> <li>• Recognises facilitators and barriers to effective communication.</li> <li>• Recognises the need for the assistance of a professional interpreter where appropriate.</li> </ul>		
<b>5.4</b> Demonstrates the ability to collaborate with women, the women’s families and the multidisciplinary healthcare team using appropriate communication tools as determined by the needs of the woman and/or her baby to ensure timely referral to the appropriate healthcare professional.	<ul style="list-style-type: none"> <li>• Works effectively with midwives and other healthcare professionals to build professional caring relationships.</li> <li>• Uses appropriate communication tools.</li> <li>• Recognises deviations from the normal and reports promptly to the appropriate healthcare professional.</li> </ul>		
<b>5.5</b> Demonstrates the ability to record clinical practice in a manner which is clear, objective, accurate and timely.	<ul style="list-style-type: none"> <li>• Documents care in a clear, concise, accurate and timely manner in healthcare records in line with best practice.</li> <li>• Can discuss the importance of timely record keeping.</li> <li>•</li> </ul>		
<b>5.6.</b> Demonstrates the ability to address differences of professional opinion with colleagues by discussion and informed debate in a professional and timely manner and prevents conflict through effective collaboration and teamwork.	<ul style="list-style-type: none"> <li>• Participates in discussions with other members of multidisciplinary healthcare team.</li> <li>• Acts in a way that demonstrates respect for the professional opinions of others.</li> </ul>		

**YEAR THREE/FOUR SUPERNUMERARY (INDIRECT SUPERVISION)  
ASSESSMENT OF POSTNATAL ESSENTIAL SKILLS & KNOWLEDGE  
(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Actively participates in checking emergency equipment within the clinical area and can demonstrate how to activate the emergency response system and where to locate emergency equipment		
Assess women’s history on admission to the postnatal ward, identifying, reporting and documenting important elements that may impact on her plan of care		
Perform the following on admission of the woman and baby to the postnatal ward: <ul style="list-style-type: none"> <li>• Systematic physical examination &amp; assessment of the women, including IMEWS and pain assessment</li> <li>• Systematic physical examination &amp; assessment of the neonate</li> <li>• Orientate the woman to the postnatal ward</li> <li>• Review laboratory reports with the midwife and plans appropriate care and management e.g. for anaemia, rubella status, rhesus negative, group B streptococcus</li> </ul>		
Undertakes the daily physical postnatal assessment of women and can recognise signs and symptoms that may require discussion, intervention or referral and acts accordingly		
Undertake the assessment of maternal mental well-being, identifying normal patterns of emotional changes in the postnatal period: <ul style="list-style-type: none"> <li>• Provide women with the opportunity to talk about their birth experiences and to ask questions about the care they received during pregnancy and labour</li> </ul>		
Identify the indications for Anti-D administration and participate in the collection, checking, monitoring and recording of Anti-D (and other blood products) safely and effectively ( <i>note that students are not permitted to administer Anti-D or any other blood products</i> )		

**YEAR THREE/ YEAR FOUR SUPERNUMERARY (INDIRECT SUPERVISION)  
ASSESSMENT OF POSTNATAL ESSENTIAL SKILLS & KNOWLEDGE  
(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Provide evidence-based information to women and their partners on: <ul style="list-style-type: none"> <li>• Transition to parenthood and parenting skills</li> <li>• The National Healthy Childhood Programme</li> <li>• Maternal physical and emotional wellbeing</li> <li>• Sexual health</li> <li>• Family planning and contraception</li> <li>• Breastfeeding supports in the community</li> <li>• Community supports</li> </ul>		
Actively participates in providing midwifery care to women who have had a complex pregnancy/labour/birth		
Actively participates in providing care to women who develop complex postnatal complications e.g. postpartum haemorrhage, thromboembolic complications, sepsis, severe perineal trauma etc.		
Identify the indications for blood transfusion and actively participates in the collection, checking, monitoring and recording of blood products ( <i>note that midwifery students are not permitted to administer blood products</i> )		
Perform a daily examination of the newborn and evaluate the baby's adaptation to extrauterine life, health and wellbeing: <ul style="list-style-type: none"> <li>• Recognises symptoms that may require discussion, intervention or referral and acts Appropriately</li> </ul>		

**YEAR THREE/FOUR SUPERNUMERARY (INDIRECT SUPERVISION)  
ASSESSMENT OF POSTNATAL ESSENTIAL SKILLS & KNOWLEDGE  
(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Advise parents on thermoregulation, bathing, clothing, sleeping positions, skin care, immunisations, normal infant development and social needs		
Support the woman to express breastmilk, identifying when hand expression and pump expression may be appropriate		
Provide evidence-based information to women who are taking medications in relation to breastfeeding		
Explain and discuss with women how to sterilise feeding equipment and make up a formula feed safely		
Identifies indications for newborn screening and actively participates in: <ul style="list-style-type: none"> <li>• Post-ductal oxygen saturations</li> <li>• Newborn bloodspot screening</li> </ul>		
Identifies indications for newborn testing and actively participates in: <ul style="list-style-type: none"> <li>• Transcutaneous bilirubinometer</li> <li>• Haemocue for blood glucose assessment</li> </ul>		
Actively participates in advising parents on recognition of signs of newborn ill health requiring the immediate attention of a medical professional		
Identifies risk factors for neonatal complications, and monitors appropriately and can identify sign and symptoms of illness that may require discussion, intervention or referral and acts accordingly		

**YEAR THREE/FOUR SUPERNUMERARY (INDIRECT SUPERVISION)  
ASSESSMENT OF POSTNATAL ESSENTIAL SKILLS & KNOWLEDGE  
(ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT)**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -Assessment Date &amp; Sign</b>	<b>Midwife Date &amp; Sign</b>
Provide compassionate and sensitive care to parents when the newborn requires transfer to NICU/SCBU		
Under supervision, prepare, calculate and safely administer oral medication		
Under supervision, prepare, calculate and safely administer PR medication		
Under supervision, prepare, calculate and safely administer subcutaneous medication		
Participates under supervision in the preparation of an intravenous fluid infusion		



## INTERMEDIATE INTERVIEW

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

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

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

Signature of Preceptor/Co-preceptor:

Signature of Student Midwife:

Date:

Student progressing satisfactorily: Yes  No

CPC Present if applicable: Yes  No

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

Date of Final interview:

Signature of CPC:

Date:

Comments (where appropriate):

Date:

Designation:

Signature:

## INTERMEDIATE LEARNING PLAN

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

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

## INTERMEDIATE LEARNING PLAN - CONTINUED

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

## INTERMEDIATE LEARNING PLAN - CONTINUED

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

## INTERMEDIATE LEARNING PLAN - CONTINUED

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

## FINAL INTERVIEW

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

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

**FINAL INTERVIEW CONTINUED**

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

**FINAL INTERVIEW CONTINUED**

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

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

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

Date/Time	Signature/Designation	Comments

## RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

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

Date/Time	Signature/Designation	Comments

## RECORD OF ADDITIONAL CLINICAL SKILLS

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

<b>Date</b>	<b>Clinical Skill</b>	<b>Signature of Preceptor/Midwife</b>

## RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

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

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

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

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

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

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

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

# Midwifery-Led Care

(4 WEEK PLACEMENT)

<b>Name of Practice Placement -</b>
<b>Number of weeks in this Practice Placement:</b>
<b>Placement Dates:</b>
<b>Name of Preceptor:</b>
<b>Name of Co-Preceptor:</b>
<b>Name of Clinical Placement Co-ordinator (CPC):</b>

**NMBI National Competence Assessment Document  
Year Four (SUPERNUMERARY) Practice Placement Details, Attendance and Reflection Record**

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

<b>Name of practice placement</b>	
<b>Number of weeks in this practice placement</b>	
<b>Type of practice placement</b>	
<b>Name of the health service provider</b>	
<b>Phone number of placement</b>	
<b>Name of CMM</b>	
<b>Name of Preceptor</b>	
<b>Name of Associate Preceptor</b>	

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

<b>Week 1 Attendance Record</b>					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 1 Reflection Record</b>			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

<b>Week 2</b>	<b>Attendance Record</b>				
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Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 2</b>	<b>Reflection Record</b>			
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Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

<b>Week 3</b>	<b>Attendance Record</b>				
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Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 3</b>	<b>Reflection Record</b>			
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Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

Week 4 Attendance Record					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

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

<b>Number of Hours Absent:</b>
<b>Total hours completed on this page:</b>
<b>Declaration by Student:</b> I confirm that the hours recorded on this sheet are a true and accurate account of the duty I have worked.
<b>Signature of Student:</b> _____ <b>Date:</b> _____

<b>Principle 1: Respect for the Dignity of the Person</b>			
<b>Competency 1: The midwife's practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>1.1</b> Participates with the midwife in recognising pregnancy and childbirth as a healthy and normal physiological event and a profound event in a woman's life and provides rationale for this.	<ul style="list-style-type: none"> <li>Recognises pregnancy and childbirth as a healthy and normal physiological event and a profound event in a woman's life</li> <li>Participates in giving advice and support to women to promote health and well-being</li> <li>Participates in advising women about common minor disorders of pregnancy</li> </ul>		
<b>1.2</b> Participates with the midwife in advocating on behalf of women and their babies to ensure their rights and interests are protected including the women's right to choose how and where to give birth and provides a rationale for this.	<ul style="list-style-type: none"> <li>Recognises the midwife's role as a lead professional in the care of women with healthy uncomplicated pregnancies</li> <li>Demonstrates knowledge of the options and choices of maternity care available to women in Ireland</li> <li>Explains all procedures to women, providing informed choice and consent gaining consent before carrying them out</li> </ul>		
<b>1.3</b> Participates with the midwife in respecting the diversity of women and their families including their beliefs, values, choices and priorities and provides a rationale for this.	<ul style="list-style-type: none"> <li>Demonstrates care that is sensitive to women and their families' cultural and religious beliefs</li> </ul>		
<b>1.4</b> Participates with the midwife in providing sufficient evidence-based information to the women to empower her to make informed decisions about her care and that of her baby and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife in providing evidence-based information about pathways of care and place of birth</li> <li>Participates with the midwife in assessing women's suitability for midwifery led care</li> </ul>		

<b>Principle 2: Professional Responsibility and Accountability</b>			
<b>Competency 2: The midwife practises in line with legislation and professional guidance and is responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in the EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2017) as adopted by Midwifery Board of Ireland (NMBI)</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>2.1</b> Participates with the midwife in acting at all times within the law and follows the rules and regulations of the Nursing and Midwifery Board of Ireland (NMBI) and other applicable bodies and provides a rationale for this.	<ul style="list-style-type: none"> <li>• Has knowledge of the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021)</li> <li>• Has knowledge of the Practice Standards for Midwives (NMBI 2022)</li> <li>• Displays knowledge of local policies, protocols and guidelines that guide midwifery care (NMBI 2015)</li> </ul>		
<b>2.2</b> Works within the scope of practice for a second/third year midwifery student and recognises their own level of knowledge, skills and professional behaviours.	<ul style="list-style-type: none"> <li>• Practices within a student midwife's scope of practice and identifies own limitations</li> <li>• Demonstrates appropriate professional conduct in all care areas including the woman's own home</li> </ul>		

<b>Principle 3: Quality of Practice</b>			
<b>Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>3.1</b> Participates with the midwife in the provision of safe, competent, kind, compassionate and respectful professional care which is informed by the best available evidence, knowledge and the experiences, preferences and values of the woman and provides rationale for this.	<ul style="list-style-type: none"> <li>• Participates in all aspects of midwifery -led care</li> <li>• Participates in discussing care preferences and options with women</li> <li>• Seeks and recognises women’s preferences and support their choices for care</li> <li>• Participates in providing an environment which supports mobilisation and active birth utilising birth mats, bean bags, birthing balls, etc.</li> <li>• Participates or discusses the care of women who choose to use water immersion during labour</li> </ul>		
<b>3.2</b> Participates with the midwife in assessing, planning, implementing and evaluating care using observation, history taking and clinical assessment to plan individualised care for women during pregnancy, labour and birth or the postnatal period, and provides a rationale for this.	<ul style="list-style-type: none"> <li>• Participates in antenatal visits in the home and community midwifery clinics</li> <li>• Participates in assessing, planning, implementing and evaluating care using observation, history taking and clinical assessment: <ul style="list-style-type: none"> <li>○ Antenatal Assessment</li> <li>○ Assessment of fetal wellbeing</li> <li>○ Postnatal Assessment of a woman/newborn</li> </ul> </li> <li>• Participates or discusses DOMINO/Home Birth</li> </ul>		

**Principle 3: Quality of Practice**

**Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development**

<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<p><b>3.3</b> Participates with the midwife in recognising and responding appropriately in a timely manner to any condition (pre-existing or otherwise) and/or event that necessitates consultation with or referral to another midwife and/or other healthcare professional during a woman’s pregnancy, labour and birth or the postnatal period and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>● Performs venepuncture safely and competently when appropriate</li> <li>● Participates with the midwife in decision-making skills in relation to initial assessment, ongoing assessment and decisions to recommend transfer to the obstetric care</li> </ul>		
<p><b>3.4</b> Participates with the midwife in recognising risk factors during pregnancy, labour and birth or in the postnatal period that indicates deterioration of the women and/or her baby and acts appropriately to escalate the level of care and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>● Participates with the midwife in interpreting laboratory result reports</li> <li>● Demonstrates the ability to interpret findings and recognise and report deviations from normal</li> </ul>		
<p><b>3.5</b> Participates with the midwife in recognising and responding in a timely and appropriate manner to emergencies affecting the health and/or safety of the woman and/or her baby and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>● Participates with the midwife in the checking of emergency equipment required for Home and Hospital Births</li> <li>● Participates with the midwife in providing initial care, escalation and transfer of women with obstetric emergencies</li> </ul>		
<p><b>3.6</b> Participates with the midwife in supporting and educating women with infant feeding practices which include protecting, promoting and supporting breastfeeding and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>● Participates with the midwife in providing breastfeeding support to women including:                             <ul style="list-style-type: none"> <li>○ Skin-to-skin contact facilitation</li> <li>○ Advice on correct positioning and attachment</li> <li>○ Education hand-expression and storage of breastmilk</li> <li>○ Education on how to pump express breastmilk if appropriate</li> </ul> </li> <li>● Development of a feeding plan specific to each woman and baby</li> </ul>		

<b>Principle 3: Quality of Practice</b>			
<b>Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>3.7</b> Participates with the midwife in complying with standard universal infection prevention and control measures and provided rationale for this.	<ul style="list-style-type: none"> <li>● Adheres to infection prevention and control protocols in terms of:               <ul style="list-style-type: none"> <li>○ The 5 moments of hand hygiene</li> <li>○ Aseptic technique where appropriate</li> <li>○ Use of personal protective equipment</li> <li>○ Safe use and disposal of sharps</li> </ul> </li> </ul>		
<b>3.8</b> Participates with the midwife in the safe management of drug administration, monitoring the effects and documenting appropriately in accordance with Nursing and Midwifery Board of Ireland (NMBI) medication management guidance, and provides a rationale for this.	<ul style="list-style-type: none"> <li>● Participates with the midwife in the safe management of drug administration, monitoring the effects and documenting appropriately</li> <li>● Explains the importance of monitoring the actions and side effects of the medication administered</li> <li>● Demonstrates the ability to provide information on non- pharmacological or pharmacological methods of pain relief in the intrapartum period</li> </ul>		
<b>3.9</b> Participates with the midwife in reflecting on their own practice and can demonstrate learning from previous experience in midwifery and can identify future learning needs and provides a rationale for this.	<ul style="list-style-type: none"> <li>● Participates with the midwife in reflecting on their own practice and can demonstrate learning from previous experience</li> <li>● Identifies future learning needs providing a rationale for same</li> <li>●</li> </ul>		
<b>3.10</b> Participates with the midwife in the appropriate use of national and local guidelines and policies in the provision of evidence-based care and provides a rationale for this.	<ul style="list-style-type: none"> <li>● Identifies and discusses with the midwife one national/local key guideline/policy document appropriate to midwifery-led care</li> </ul>		

<b>Principle 3: Quality of Practice</b>			
<b>Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	<b>Preceptor Date &amp; Sign</b>	
		<b>Pass</b>	<b>Fail</b>
<b>3.11</b> Participates with the midwife in managing and organising effectively the provision of safe and evidence-based care for a caseload of women and their babies and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife in managing and organising effectively the provision of safe and evidence-based care for a caseload of women and their babies and provides a rationale for this.</li> </ul>		
<b>3.12</b> Participates with the midwife in applying clinical risk management processes into their own practice and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife in identifying potential clinical risk situations and discusses risk management processes providing rationale for same.</li> </ul>		
<b>3.13</b> Participates with the midwife in identifying the importance of clinical audits of clinical care in practice and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife in auditing midwifery-led care</li> </ul>		
<b>3.14</b> Demonstrates a willingness to learn from women, preceptors, midwives and colleagues and provides a rationale for this.	<ul style="list-style-type: none"> <li>Demonstrates a willingness to learn from women, preceptors, midwives and colleagues giving examples of learning opportunities in practice.</li> </ul>		

<b>Principle 4: Trust and Confidentiality</b>			
<b>Competency 4: The midwife works in equal partnership with the woman and her family and establishes a relationship of trust and confidentiality</b>			
<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>4.1</b> Participates with the midwife in ensuring that the woman and her baby are the primary focus of practice and provides a rationale for this.	<ul style="list-style-type: none"> <li>• Demonstrates dignity, respect, compassion and empathy for the woman and her family in a professional manner.</li> <li>• Includes the woman in plan of care and decision making and obtains informed consent when providing midwifery care.</li> </ul>		
<b>4.2</b> Participates with the midwife in providing care that is safe, evidence-based, supportive, responsive and compassionate taking into account the needs of the woman, her baby and her family and provides a rationale for this.	<ul style="list-style-type: none"> <li>• Participates with the midwife in providing midwifery care that is sensitive, kind, compassionate, supportive and recognises the diverse needs of the woman and her family.</li> </ul>		
<b>4.3</b> Participates with the midwife in respecting the woman's right to privacy and confidentiality and provides a rationale for this.	<ul style="list-style-type: none"> <li>• Provides confidentiality, privacy and safeguarding of women's medical records in line with legislation and guidelines.</li> </ul>		

**Principle 5: Collaboration with others**

**Competency 5: The midwife communicates and collaborates effectively with women, women’s families and with the multidisciplinary healthcare team**

<b>LEVEL: INDIRECT SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>5.1</b> Participates with the midwife in providing information in a format that is understandable and accessible to all women and their families and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates in sharing information that is clear and accurate, at a level that women and their families can understand</li> </ul>		
<b>5.2</b> Participates with the midwife in communicating appropriately and effectively with women, their families and with the multidisciplinary healthcare team and provides a rationale for this.	<ul style="list-style-type: none"> <li>Communicates effectively with women, their families and members of the multidisciplinary healthcare team using professional language</li> </ul>		
<b>5.3</b> Participates with the midwife in recognising and taking appropriate actions to challenge and reduce barriers to effective communication with women, their families and with the multidisciplinary healthcare team and provide a rationale for this.	<ul style="list-style-type: none"> <li>Discusses, with the midwife, the various facilitators and barriers to effective communication</li> </ul>		
<b>5.4</b> Participates with the midwife in collaborating with women, the women’s families and other healthcare professionals using appropriate communication tools as determined by the needs of the woman and/or her baby to ensure timely referral to the appropriate healthcare professional and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife and other healthcare professionals to build professional caring relationships using appropriate communication tools</li> </ul>		
<b>5.5</b> Participates with the midwife in recording clinical practice in a manner which is clear, objective, accurate, and timely and provides rationale for this.	<ul style="list-style-type: none"> <li>Participates in documenting care in a clear, concise, accurate manner in healthcare records and can explain the importance of record keeping in midwifery practice</li> </ul>		
<b>5.6</b> Participates with the midwife in addressing differences of professional opinion with colleagues by discussion and informed debate in a professional and timely manner, and provides a rationale for this	<ul style="list-style-type: none"> <li>Participates with the midwife in discussions regarding midwifery care with other members of multidisciplinary team</li> <li>Respects the professional opinions of others and recognise their right to hold and express their views</li> </ul>		



## INTERMEDIATE INTERVIEW

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

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

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

Signature of Preceptor/Co-preceptor:

Signature of Student Midwife:

Date:

Student progressing satisfactorily: Yes  No

CPC Present if applicable: Yes  No

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

Signature of CPC:

Date:

Comments (where appropriate):

Date:

Designation:

Signature:

## INTERMEDIATE LEARNING PLAN

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

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

## INTERMEDIATE LEARNING PLAN - CONTINUED

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

# FINAL INTERVIEW

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

Student self-assessment of progress to date:		
Preceptor/Co-preceptor review:		
All Principles and Assessment Criteria achieved:		Date:
<b>Pass</b> <input type="checkbox"/> <b>Fail</b> <input type="checkbox"/>		
Signature of Preceptor/Co-Preceptor:	Signature of Student Midwife:	
Signature of CPC (where appropriate):	Signature of Personal Tutor (where appropriate):	
If the student has <b>not</b> attained the required Principles and Assessment Criteria for this placement, the Preceptor/Co-Preceptor will document in detail each Principle and Assessment Criteria <b>not</b> attained. The Preceptor/Co-Preceptor should enact Step 2 of the protocol 'When a supernumerary student is unsuccessful in their clinical assessment'.		

**FINAL INTERVIEW CONTINUED**

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

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

# RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

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

<b>Date/Time</b>	<b>Signature/Designation</b>	<b>Comments</b>

# RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

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

<b>Date/Time</b>	<b>Signature/Designation</b>	<b>Comments</b>

## RECORD OF ADDITIONAL CLINICAL SKILLS

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

<b>Date</b>	<b>Clinical Skill</b>	<b>Signature of Preceptor/Midwife</b>

## RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

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

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

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

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

## RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

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

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

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

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

# RECORD OF SHORT PLACEMENT EXPERIENCE

## MIDWIFERY-LED CARE PLACEMENT

<b>Number of weeks in this Practice Placement:</b> Four weeks in total (2 weeks + 2 weeks)	
<b>Community Midwives Placement dates:</b>	<b>Early Transfer Home Placement dates:</b>
<b>Name of Clinical Co-ordinator:</b>	

**Instructions for Students:** There are a number of student midwives whose Midwifery-Led practice placement is split into two-by-two-week placements. You are required to review the *clinical learning outcomes* and *professional values* for this placement and complete an initial meeting and a final meeting for each 2-week placement. You are also required to write and complete a reflection of the experience achieved for each two-week placement prior to the final meeting. You should also record your clinical experience in the appropriate sections of your clinical experience record book and medication workbook.

If you are on a 4-week continuous Midwifery Led Care placement, please use the 4 week MLC MCAT in this book.

**NMBI National Competence Assessment Document  
Year Four (SUPERNUMERARY) Practice Placement Details, Attendance and Reflection Record**

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

<b>Name of practice placement</b>	
<b>Number of weeks in this practice placement</b>	
<b>Type of practice placement</b>	
<b>Name of the health service provider</b>	
<b>Phone number of placement</b>	
<b>Name of CMM</b>	
<b>Name of Preceptor</b>	
<b>Name of Associate Preceptor</b>	

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

<b>Week 1 Attendance Record</b>					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 1 Reflection Record</b>			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

Week 2 Attendance Record					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

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

<b>Number of Hours Absent:</b>
<b>Total hours completed on this page:</b>
<b>Declaration by Student:</b> I confirm that the hours recorded on this sheet are a true and accurate account of the duty I have worked.
<b>Signature of Student:</b> _____ <b>Date:</b> _____

**NMBI National Competence Assessment Document  
Year Four (SUPERNUMERARY) Practice Placement Details, Attendance and Reflection Record**

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

<b>Name of practice placement</b>	
<b>Number of weeks in this practice placement</b>	
<b>Type of practice placement</b>	
<b>Name of the health service provider</b>	
<b>Phone number of placement</b>	
<b>Name of CMM</b>	
<b>Name of Preceptor</b>	
<b>Name of Associate Preceptor</b>	

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

<b>Week 1 Attendance Record</b>					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 1 Reflection Record</b>			
Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

Week 2 Attendance Record					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

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

**Number of Hours Absent:** \_\_\_\_\_

**Total hours completed on this page:**  
**Declaration by Student:** I confirm that the hours recorded on this sheet are a true and accurate account of the duty I have worked.  
**Signature of Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## CLINICAL LEARNING OUTCOMES FOR MIDWIFERY-LED CARE

The Nursing and Midwifery Board of Ireland (NMBI) Midwife Registration Programme Standards and Requirements (2023) states that: Appropriate support and supervision and clearly defined learning outcomes should be provided for the student in specialist placements

### **Aim of clinical practice placement:**

The aim of the Midwifery-Led Care practice placement is for the student midwife to gain experience of woman centred care, where the midwife is the lead professional, under the supervision of a registered midwife

### **During and by the end of this placement the student midwife should:**

Recognise the midwife's role as a lead professional in the care of women with healthy uncomplicated pregnancy, labour and birth

Participates in giving advice and support to women to promote health and well-being, including advising about the minor disorders of pregnancy

Participate with the midwife in the provision of antenatal education, utilising a philosophy of care that promotes pregnancy, labour and birth as a healthy physiological event.

Participate with the midwife in the provision of parent education, utilising a facilitative and participative approach

Participate with the midwife in providing evidence-based information about pathways of care and place of birth

Participate with the midwife in assessing women's suitability for midwifery-led care

Participate in all aspects of midwifery-led care

Participate in assessing, planning, implementing and evaluating care using observation, history taking and clinical assessment

Participate in antenatal visits in the woman's home, community midwifery clinics and midwives' clinics

Participate in discussing DOMINO/Home Birth midwifery services

Participate with the midwife in the checking of emergency equipment required for Home and Hospital Births

Participate in providing a birth environment which supports mobilisation and active birth

Participate in postnatal visits in the woman's home

## CLINICAL LEARNING OUTCOMES FOR MIDWIFERY-LED CARE

The Nursing and Midwifery Board of Ireland (NMBI) Midwife Registration Programme Standards and Requirements (2023) states that: Appropriate support and supervision and clearly defined learning outcomes should be provided for the student in practice placements

### **Aim of clinical practice placement:**

The aim of the Midwifery-Led Care practice placement is for the student midwife to gain experience of woman centred care, where the midwife is the lead professional, under the supervision of a registered midwife

### **During and by the end of this placement the student midwife should:**

Participate in the promotion of national newborn screening and immunisation programmes

Participate in the provision of advice and support to the woman and her partner to aid adaptation to parenthood

Participates with the midwife in supporting and educating women with infant feeding practices which include protecting promoting and supporting breastfeeding

Participate with the midwife in decision-making skills in relation to initial assessment, ongoing assessment and decisions to recommend transfer to the obstetric care

Demonstrate the ability to interpret findings and recognise and report deviations from normal

Participate in the discharge of woman and baby from midwifery-led care team to primary care services

Demonstrate a willingness to learn from women, preceptors, midwives, and colleagues giving examples of learning opportunities in practice

Participate with the midwife in reflecting on their own practice and can demonstrate learning from previous experience e.g. maternal and fetal/newborn assessment in the antenatal, intrapartum and/or postnatal period

## PROFESSIONAL VALUES IN PRACTICE

Students are required to demonstrate high standards of professional conduct at all times during their clinical placements. Students should work within the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI 2021).

### **Principle 1: Respect for the dignity of the person. The student is able to:**

- Respect all people – service users equally without discriminating on the grounds of age, gender, race, religion, civil status, family status, sexual orientation, disability (physical, mental or intellectual) or membership of the Traveller community
- Respect for the service users' rights and choices
- Shows respect, kindness, compassion towards the service user and their families

### **Principle 2: Professional responsibility and accountability. The student is able to:**

- Promote the level of professionalism expected of a student midwife in relation to punctuality, personal presentation and attitude, in accordance with clinical practice placements and university policies
- Work within the scope of practice for a student midwife and recognises their own level of knowledge, skills and professional behaviours

### **Principle 3: Quality of practice. The student is able to:**

- Consistently make efforts to engage in their learning in order to enhance safe, competent, kind, compassionate and respectful professional care which is informed by the best available evidence
- Demonstrate the ability to listen, seek clarification and carry out instructions safely

### **Principle 4: Trust and confidentiality. The student is able to:**

- Demonstrate honesty and trustworthiness
- Respect the service users right to privacy and confidentiality

### **Principle 5: Collaboration with others. The student is able to:**

- Demonstrate that they can communicate clearly and consistently with colleagues, service users and their families.
- Communicate appropriately and effectively with the multidisciplinary team

**The student is required to reflect on his/her own learning needs. The student must document below, learning needs and learning opportunities in relation to this clinical placement with the preceptor or co-preceptor**

### **INITIAL MEETING (First 2-week MLC practice placement)**

Orientated to the clinical area      Yes            No     

Student has reviewed and discussed the **Clinical Learning Outcomes** and the **Professional Values** with her preceptor:

Student:            Preceptor:     

Learning needs identified by the student in conjunction with preceptor or co-preceptor:

Specific opportunities identified by the preceptor/co-preceptor that are available during this clinical placement:

Signature of Preceptor/Co-Preceptor:

Signature of Student Midwife:

Date:

Date set for Final Meeting:

## FINAL MEETING (1)

Student reflection on learning achieved during this placement:

The student midwife **has** achieved:

Clinical Learning Outcomes: Yes  No

Professional Values: Yes  No

### Preceptor/Co- Preceptor review:

If the student has attained all the **Clinical Learning Outcomes/ Professional Values** for this placement, please provide a general comment on the student performance:

Signature of Preceptor/Co-Preceptor:

Signature of Student Midwife:

Date:

If the student has **not** achieved all the **Clinical Learning Outcomes /Professional Values** for this placement, please outline the Clinical Learning Outcomes and Professional Values that require improvement: (use separate sheet if necessary that is provided at end of this practice placement document). Please refer to the protocol in the appendices **"When A Supernumerary Student is Unsuccessful in Their Clinical Assessment"**. Please contact the Clinical Placement Co-ordinator for the area who will in turn contact the Personal Tutor of the student in the University to put in place a **Learning Plan** as per University's guidelines.

Name of Clinical Placement Coordinator/CPC contacted: \_\_\_\_\_ Date contacted: \_\_\_\_\_

**RECORD OF STUDENT-PRECEPTOR MEETINGS  
ADDITIONAL PAGE**

This page can be used to continue a first meeting or final meeting or to document any outstanding *Learning Outcomes/Professional Values* that were not attained by the student midwife on this placement

**The student is required to reflect on his/her own learning needs. The student must document below, learning needs and learning opportunities in relation to this clinical placement with the preceptor or co-preceptor**

### **INITIAL MEETING (Second 2-week MLC practice placement)**

Orientated to the clinical area      Yes            No     

Student has reviewed and discussed the **Clinical Learning Outcomes** and the **Professional Values** with her preceptor:

Student:            Preceptor:     

Learning needs identified by the student in conjunction with preceptor or co-preceptor:

Specific opportunities identified by the preceptor/co-preceptor that are available during this clinical placement:

Signature of Preceptor/Co-Preceptor:

Signature of Student Midwife:

Date:

Date set for Final Meeting:

## FINAL MEETING (2)

Student reflection on learning achieved during this placement:

The student midwife **has** achieved:

Clinical Learning Outcomes: Yes  No

Professional Values: Yes  No

### Preceptor/Co- Preceptor review:

If the student has attained all the **Clinical Learning Outcomes/ Professional Values** for this placement, please provide a general comment on the student performance:

Signature of Preceptor/Co-Preceptor:

Signature of Student Midwife:

Date:

If the student has **not** achieved all the **Clinical Learning Outcomes /Professional Values** for this placement, please outline the Clinical Learning Outcomes and Professional Values that require improvement: (use separate sheet if necessary that is provided at end of this practice placement document). Please refer to the protocol in the appendices **"When A Supernumerary Student is Unsuccessful in Their Clinical Assessment"**. Please contact the Clinical Placement Co-ordinator for the area who will in turn contact the Personal Tutor of the student in the University to put in place a **Learning Plan** as per University's guidelines.

Name of Clinical Placement Coordinator/CPC contacted: \_\_\_\_\_ Date contacted: \_\_\_\_\_

**RECORD OF STUDENT-PRECEPTOR MEETINGS**  
**ADDITIONAL PAGE**

This page can be used to continue a first meeting or final meeting or to document any outstanding *Learning Outcomes/Professional Values* that were not attained by the student midwife on this placement

Empty rectangular box for notes.

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

**RECORDS OF MEETINGS/ADDITIONAL FEEDBACK**  
This page may be completed by any Midwife/CPC or Academic Representative

<b>Date/Time</b>	<b>Signature/Designation</b>	<b>Comments</b>

### **RECORD OF ADDITIONAL CLINICAL SKILLS/EXPERIENCE**

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

<b>Date</b>	<b>Clinical Skill/Clinical Experience</b>	<b>Signature of Preceptor/Midwife</b>

# NEONATAL

<b>Name of Practice Placement - Unit/Ward:</b>
<b>Number of weeks in this Practice Placement:</b>
<b>Placement Dates:</b>
<b>Name of Preceptor:</b>
<b>Name of Co-Preceptor:</b>
<b>Name of Clinical Placement Co-ordinator (CPC) for the area:</b>

Students please note that you are required to log **10 'Care of the Newborn requiring Special Care'** cases in your **Clinical Experience Record Book** during this placement

**NMBI National Competence Assessment Document  
Year Four (SUPERNUMERARY) Practice Placement Details, Attendance and Reflection Record**

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

<b>Name of practice placement</b>	
<b>Number of weeks in this practice placement</b>	
<b>Type of practice placement</b>	
<b>Name of the health service provider</b>	
<b>Phone number of placement</b>	
<b>Name of CMM</b>	
<b>Name of Preceptor</b>	
<b>Name of Associate Preceptor</b>	

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

<b>Week 1 Attendance Record</b>					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					
<b>Week 1 Reflection Record</b>					
Date	Structured Reflection	Theme	Hours		
	Midwifery student signature				
Date	Unstructured Reflection	Theme	Hours		
Reflection completed	Midwifery student signature				

Week 2 Attendance Record					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					
Week 2 Reflection Record					
Date	Structured Reflection	Theme	Hours		
	Midwifery student signature				
Date	Unstructured Reflection	Theme	Hours		
Reflection completed	Midwifery student signature				

Week 3 Attendance Record					
Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					
Week 3 Reflection Record					
Date	Structured Reflection	Theme	Hours		
	Midwifery student signature				
Date	Unstructured Reflection	Theme	Hours		
Reflection completed	Midwifery student signature				

<b>Week 4</b>	<b>Attendance Record</b>				
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Date					
Hours of Duty					
Midwifery Student Signature					
Preceptor/Co-Preceptor Signature					

<b>Week 4</b>	<b>Reflection Record</b>		
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Date	Structured Reflection	Theme	Hours
	Midwifery student signature		
Date	Unstructured Reflection	Theme	Hours
Reflection completed	Midwifery student signature		

<b>Number of Hours Absent:</b>
--------------------------------

<p><b>Total hours completed on this page:</b></p> <p><b>Declaration by Student:</b> I confirm that the hours recorded on this sheet are a true and accurate account of the duty I have worked.</p> <p><b>Signature of Student:</b> _____ <span style="float: right;"><b>Date:</b> _____</span></p>
--

<b>Principle 1: Respect for the Dignity of the Person</b>			
<b>Competency 1: The midwife's practice is underpinned by a philosophy that protects and promotes the safety and autonomy of the woman and respects her experiences, choices, priorities, beliefs and values</b>			
<b>CLOSE SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>1.1</b> Participates with the midwife/nurse in advocating on behalf of parents and their babies to ensure their rights and interests are protected.	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in acting as an advocate for parents and babies' rights</li> </ul>		
<b>1.2</b> Participates with the midwife/nurse in respecting the diversity of parents and their families including their beliefs, values, choices and priorities and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in recognising and respecting the beliefs, values, choices and priorities of parents and families.</li> <li>Acts in a manner that supports equality, diversity and rights of all individuals.</li> </ul>		
<b>1.3</b> Participates with the midwife/nurse in providing sufficient evidence-based information to the woman to empower her to make informed decisions about her care and that of her baby and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in providing sufficient evidence-based information to the woman to empower her to make informed decisions about the care of her baby and provides a rationale for this.</li> <li>Adopts a questioning/reflective attitude towards clinical practice and can discuss pertinent research studies that guide evidence based practice for neonatal care.</li> </ul>		

**Principle 2: Professional Responsibility and Accountability**

**Competency 2: The practises in line with legislation and professional guidance and is responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in the EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2011) as adopted by the Nursing and Midwifery Board of Ireland (NMBI)**

<b>CLOSE SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>2.1</b> Participates with the midwife/nurse in acting at all times within the law and follows the rules and regulations of the Nursing and Midwifery Board of Ireland (NMBI) and other applicable bodies and provides a rationale for this.	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the rules and regulations of the Nursing and Midwifery Board of Ireland (NMBI) and other applicable bodies and how these may impact on neonatal care.</li> </ul>		
<b>2.2</b> Works within the scope of practice of a midwifery student and recognises their own level of knowledge, skills and professional behaviours.	<ul style="list-style-type: none"> <li>• Works within the scope of practice of a midwifery student and recognises their own level of knowledge, skills and professional behaviours.</li> <li>• Participates in the provision of care in partnership with the Neonatal Unit team.</li> <li>• Recognises the need to organise and prioritise workload under the supervision of a nurse/midwife and as part of the team, taking note of activities within the neonatal unit.</li> <li>• Participates in the preparation and maintenance of neonatal equipment.</li> </ul>		

**Principle 3: Quality of Practice**

**Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development**

CLOSE SUPERVISION	Assessment Criteria	Preceptor Date & Sign	
		Pass	Fail
<p><b>3.1</b> Participates with the midwife/nurse in the provision of safe, competent, kind, compassionate and respectful professional care to the neonate, which is informed by the best available evidence, knowledge and the experiences, preferences and values of the woman and provides rationale for this.</p>	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in the provision of safe, competent, kind, compassionate and respectful professional care to the neonate, care which is informed by the best available evidence, knowledge and the experiences, preferences and values of the woman and provides rationale for this.</li> </ul>		
<p><b>3.2</b> Participates with the midwife/nurse in assessing, planning, implementing and evaluating care using observation, history taking and clinical assessment to plan individualised care for babies and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in assessing, planning, implementing and evaluating care using observation, history taking and clinical assessment to plan individualised care for babies.</li> <li>Discusses the normal physiology of adaptation of the baby to extra uterine life.</li> <li>Discusses the admission criteria for babies admitted to the Neonatal Unit.</li> <li>Participates in the admission of a baby to the Neonatal Unit.</li> <li>Accurately undertakes and records neonatal vital signs.</li> <li>Participates with the midwife/nurse in advising women on the follow-up care of their baby following discharge from NNU.</li> </ul>		
<p><b>3.3</b> Participates with the midwife/nurse in recognising and responding appropriately in a timely manner to any deterioration in a baby's condition and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in identifying emergency situations, summoning help, acting within own level of expertise.</li> <li>Participates with the midwife/nurse in maintaining accurate and up to date clinical records.</li> </ul>		

**Principle 3: Quality of Practice**

**Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development**

CLOSE SUPERVISION	Assessment Criteria	Preceptor Date & Sign	
		Pass	Fail
<p><b>3.4</b> Participates with the midwife/nurse in recognising risk factors during pregnancy, labour and birth or in the postnatal period that indicates deterioration of the baby and acts appropriately to escalate the level of care, and provides a rationale for this</p>	<ul style="list-style-type: none"> <li>Recognises the importance of the woman’s antenatal and intranatal history which may contribute to the baby’s poor condition at or shortly after birth requiring admission to NNU.</li> <li>Recognises the importance of the baby’s postnatal history which may contribute to the baby’s deterioration whilst being cared for in the NNU.</li> </ul>		
<p><b>3.5</b> Participates with the midwife/nurse in recognising and responding in a timely and appropriate manner to emergencies affecting the health and/or safety of the baby and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in recording the baby’s vital signs, recognising deviations from the normal range, and escalates care accordingly.</li> <li>Can participate with the midwife/nurse in providing the initial steps of neonatal resuscitation.</li> </ul>		
<p><b>3.6</b> Participates with the midwife/nurse in supporting and educating women with infant feeding practices which include protecting promoting and supporting breastfeeding and provided a rationale for this.</p>	<ul style="list-style-type: none"> <li>Can participate with the midwife/nurse in discussions with the woman regarding the chosen method of infant feeding for her baby, with particular reference to the advantages of breastfeeding and nutritional requirements of the baby.</li> </ul>		
<p><b>3.7</b> Participates with the midwife/nurse complying with standard universal infection prevention and control measures and provided rationale for this.</p>	<ul style="list-style-type: none"> <li>Is aware of and complies with infection prevention and control measures as per local PPPs.</li> </ul>		
<p><b>3.8</b> Participates with the midwife/nurse in the safe management of drug administration, monitoring the effects and documenting appropriately in accordance with Nursing and Midwifery Board of Ireland (NMBI) medication management guidance, and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>Discusses the principles involved in safe administration of medications within hospital policy and NMBI guidelines.</li> </ul>		

<b>Principle 3: Quality of Practice</b>			
<b>Competency 3: The midwife uses comprehensive knowledge skills and professional behaviours to provide safe, competent, kind, compassionate and respectful care. The midwife keeps up to date with current midwifery practice by undertaking relevant continuing professional development</b>			
<b>CLOSE SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>3.9</b> Participates with the midwife/nurse in reflection on their own practice and can demonstrate learning from previous experience in midwifery and can identify future learning needs and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in reflection on their practice in the neonatal unit and can demonstrate learning from previous experience.</li> </ul>		
<b>3.10</b> Participates with the midwife/nurse in the appropriate use of national and local guidelines and policies in the provision of evidence-based care and provides a rationale for this.	<ul style="list-style-type: none"> <li>Can locate the relevant local guidelines and policies in the neonatal unit and understands the importance of incorporating evidence-based guidelines into practice.</li> </ul>		
<b>3.11</b> Participates with the midwife/nurse in applying clinical risk management processes into their own practice, and provides a rationale for this.	<ul style="list-style-type: none"> <li>Is aware of and complies with national health and safety legislation and risk management policies.</li> <li>Can identify and discuss potential clinical risks.</li> </ul>		
<b>3.12</b> Participates with the midwife/nurse in identifying the importance of clinical audits of clinical care in practice and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in identifying the importance of clinical audits in the Neonatal Unit and identifies examples of same.</li> </ul>		
<b>3.13</b> Demonstrates a willingness to learn from the multidisciplinary team within the neonatal unit.	<ul style="list-style-type: none"> <li>Demonstrates an interest in neonatal care by accessing learning opportunities, appropriate questioning and seeking feedback on care given.</li> </ul>		

<b>Principle 4: Trust and Confidentiality</b>			
<b>Competency 4: The midwife works in equal partnership with the woman and her family and establishes a relationship of trust and confidentiality</b>			
<b>CLOSE SUPERVISION</b>	<b>Assessment Criteria</b>	Preceptor Date & Sign	
		<b>Pass</b>	<b>Fail</b>
<b>4.1</b> Participates with the midwife/nurse in ensuring that the baby is the primary focus of practice and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in ensuring that the baby is the primary focus of practice and promotes family-centred care.</li> </ul>		
<b>4.2</b> Participates with the midwife/nurse in providing care that is safe, evidence-based, supportive, responsive and compassionate taking into account the needs of the baby and the parents and provides a rationale for this.	<ul style="list-style-type: none"> <li>Participates with the midwife/nurse in providing care that is safe, evidence-based, supportive, responsive and compassionate taking into account the needs of the baby and the parents.</li> <li>Participates with the midwife/nurse in provision of family-centered care practices</li> </ul>		
<b>4.3</b> Participates with the midwife/nurse in respecting the baby's and family's right to privacy and confidentiality and provides a rationale for this.	<ul style="list-style-type: none"> <li>Ensures confidentiality with regards to delivery of care and documentation in the Neonatal Unit.</li> <li>Communicates tactfully with the parents, developing and maintaining trust, integrity and confidence.</li> </ul>		

**Principle 5: Collaboration with others**

**Competency 5: The midwife communicates and collaborates effectively with women, women’s families and with the multidisciplinary healthcare team**

CLOSE SUPERVISION	Assessment Criteria	Preceptor Date & Sign	
		Pass	Fail
<p><b>5.1</b> Participates with the midwife/nurse in providing information in a format that is understandable and accessible to the baby’s parents/ family and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>• Understands the importance of effective communication in the neonatal unit</li> <li>• Participates in sharing information that is clear and accurate, at a level that the baby’s parents/family can understand</li> </ul>		
<p><b>5.2</b> Participates with the midwife/nurse in communicating appropriately and effectively with parents/families and with the multidisciplinary healthcare team and provides a rationale for this.</p>	<ul style="list-style-type: none"> <li>• Participates in communicating clearly and consistently with parents/families and members of the multidisciplinary healthcare team using professional language</li> </ul>		
<p><b>5.3</b> Participates with the midwife/nurse in recognising and taking appropriate actions to challenge and reduce barriers to effective communication with parents/families and with the multidisciplinary healthcare team and provide a rationale for this.</p>	<ul style="list-style-type: none"> <li>• Can identify and discuss with the midwife/nurse, factors that facilitate effective communication in the neonatal unit</li> <li>• Discusses with the midwife/nurse, the barriers to effective communication in the neonatal unit</li> </ul>		
<p><b>5.4</b> Participates with the midwife/nurse in collaborating with parents/families and other healthcare professionals using appropriate communication tools.</p>	<ul style="list-style-type: none"> <li>• Participates with the midwife/nurse and other healthcare professionals in using effective communication skills to provide parents/families with all relevant information to make informed choices regarding the care of their baby</li> </ul>		
<p><b>5.5</b> Participates with the midwife/nurse in recording clinical practice in a manner which is clear, objective, accurate, and timely and provides rationale for this.</p>	<ul style="list-style-type: none"> <li>• Understands the importance of recording clinical practice and maintaining accurate and up to date records.</li> <li>• Participates in documenting care in a clear, concise and contemporaneous manner in the healthcare records.</li> </ul>		
<p><b>5.6</b> Participates with the midwife/nurse in addressing differences of professional opinion with colleagues by discussion and informed debate in a professional and timely manner and provides rationale for this.</p>	<ul style="list-style-type: none"> <li>• Respects the views of others and their right to hold and express their views through informed discussion.</li> </ul>		

**YEAR THREE/FOUR SUPERNUMERARY: ASSESSMENT OF ESSENTIAL NEONATAL SKILLS & KNOWLEDGE**  
**ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT**

ESSENTIAL SKILLS	Student Self -assessment Date & Sign	Midwife/Nurse Date & Sign
<p><b>Participates with the midwife/nurse in an admission to the Neonatal Unit:</b></p> <ul style="list-style-type: none"> <li>● Assist in setting up for an admission</li> <li>● Review antenatal/labour/post-birth history and Apgar scores</li> <li>● Perform admission observations: BP (upper and lower limbs), check for patent nares, swabs</li> <li>● Check ID bands and security tag</li> <li>● Orientate parents to the Neonatal Unit</li> </ul>		
<p><b>Participate with the midwife/nurse in ensuring the comfort needs of the newborn are met:</b></p> <ul style="list-style-type: none"> <li>● Assessment of nutritional intake; calculation of daily fluid requirements</li> <li>● Assessment of pain</li> <li>● Provision of developmental care strategies e.g. quiet time, nesting, skin to skin</li> </ul>		
<p><b>Participates with the midwife/nurse in the initial steps of neonatal resuscitation*:</b></p> <ul style="list-style-type: none"> <li>● Daily check of neonatal resuscitation equipment</li> <li>● Call for help</li> <li>● Assess respirations</li> <li>● Initiate positive pressure ventilation</li> <li>● Assess Heart Rate</li> <li>● Take appropriate corrective steps (MR SOPA)</li> </ul> <p><b>*Discuss with midwife/nurse if not witnessed on placement</b></p>		
<p>Observes the consultant-led multidisciplinary rounds in the ICU, HDU, SCBU</p>		
<p><b>Observes and participates with the midwife/nurse in the care of infants requiring:</b></p> <ul style="list-style-type: none"> <li>● Ventilatory support therapies</li> <li>● Incubator support +/- Humidity or Phototherapy</li> <li>● Intravenous fluids/Dextrose gel</li> <li>● Finnegan scoring</li> <li>● Palliative care/Comfort care/Bereavement support for families*</li> <li>● Investigations for suspected chromosomal/congenital/metabolic condition</li> <li>● Septic work-up, intravenous antibiotics +/- lumbar puncture</li> <li>● Therapeutic Hypothermia *</li> </ul> <p><b>*Discuss with midwife/nurse if not witnessed on placement</b></p>		

**YEAR THREE/FOUR SUPERNUMERARY: ASSESSMENT OF ESSENTIAL NEONATAL SKILLS & KNOWLEDGE**  
**ALL SKILLS MUST BE COMPLETED/SIGNED BY END OF THE CLINICAL PLACEMENT**

<b>ESSENTIAL SKILLS</b>	<b>Student Self -assessment Date &amp; Sign</b>	<b>Midwife/Nurse Date &amp; Sign</b>
<p><b>Participate with the midwife/nurse in the daily examination and ongoing assessment of the newborn:</b></p> <ul style="list-style-type: none"> <li>● <u>Physical examination:</u> <ul style="list-style-type: none"> <li>○ Temperature (axilla +/-rectal as required), Heart rate, Respirations, Colour, Blood pressure, Oxygen Saturations (pre and post ductal)</li> </ul> </li> <li>● <u>Neurological examination:</u> <ul style="list-style-type: none"> <li>○ Reflexes present (palmar grasp, sucking, swallowing, rooting, startle- if observed), Tone, Gestation-appropriate feeding pattern, Sleep and behaviour pattern</li> </ul> </li> <li>● <u>Elimination:</u> <ul style="list-style-type: none"> <li>○ Verify if anus is patent and infant is passing meconium/stool and urine, Weight assessment</li> </ul> </li> </ul>		
<p><b>Participates in newborn care skills:</b></p> <ul style="list-style-type: none"> <li>● Eye care</li> <li>● Umbilical cord care</li> <li>● Newborn skin care</li> <li>● Nappy changing</li> <li>● Baby bathing</li> <li>● Weighing</li> </ul>		
<p><b>Participates with the midwife/nurse to assist newborn feeding strategies:</b></p> <ul style="list-style-type: none"> <li>● Breastfeeding/expressing</li> <li>● Adheres to local hospital policy re: feeding schedules</li> <li>● Knowledge of milk options: Donor milk, preterm, term formula.</li> <li>● Nasogastric/Orogastric bolus feeding</li> <li>● Site an NG feeding tube and check correct position with PH before each feed</li> </ul>		
<p><b>Participates with the midwife/nurse in educating a woman how to:</b></p> <ul style="list-style-type: none"> <li>● Hand express breast milk</li> <li>● Use a manual/electric breast pump</li> </ul>		
<p><b>Participate with the midwife/nurse in discharge of infant to home, including:</b></p> <ul style="list-style-type: none"> <li>● Removal security tags</li> <li>● Providing all referrals/appointments (e.g. GP, PHN, Baby Clinic)</li> <li>● Basic Life Support training for parents (where appropriate)</li> <li>● Advice re: follow-up screening (NBSS Card, 6 week check), Immunisation, emergency contact info</li> </ul>		



## INTERMEDIATE INTERVIEW

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

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

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

Signature of Preceptor/Co-preceptor:

Signature of Student Midwife:

Date:

Student progressing satisfactorily: Yes  No

CPC Present if applicable: Yes  No

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

Date of Final interview:

Signature of CPC:

Date:

Comments (where appropriate):

Date:

Designation:

Signature:

## INTERMEDIATE LEARNING PLAN

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

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

## INTERMEDIATE LEARNING PLAN - CONTINUED

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

## INTERMEDIATE LEARNING PLAN - CONTINUED

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

# FINAL INTERVIEW

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

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

**FINAL INTERVIEW CONTINUED**

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

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## FOLLOW UP/FEEDBACK PAGE

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

<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Print Name:</b>	<b>Date:</b>

## **RECORDS OF MEETINGS/ADDITIONAL FEEDBACK**

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

<b>Date/Time</b>	<b>Signature/Designation</b>	<b>Comments</b>

# RECORDS OF MEETINGS/ADDITIONAL FEEDBACK

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

<b>Date/Time</b>	<b>Signature/Designation</b>	<b>Comments</b>

## RECORD OF ADDITIONAL CLINICAL SKILLS

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

<b>Date</b>	<b>Clinical Skill</b>	<b>Signature of Preceptor/Midwife/Nurse</b>

## RECORD OF TEACHING/DISCUSSION SESSIONS ATTENDED

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

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

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

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

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I confirm that I have attended the above teaching/discussion session:  Signature of Student Midwife:	Date:

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

## MCAT Summary Sheet – Progress Review

**To be completed by the Personal Tutor in the University**

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

## References

- Nursing and Midwifery Board of Ireland (2022) *Practice Standards for Midwives* Nursing and Midwifery Board of Ireland, Dublin
- Nursing and Midwifery Board of Ireland (2015) *Scope of Nursing and Midwifery Practice Framework*. Nursing and Midwifery Board of Ireland, Dublin
- Nursing and Midwifery Board of Ireland (2023) *Midwife Registration Programme Standards and Requirements* Nursing and Midwifery Board of Ireland, Dublin
- Nursing and Midwifery Board of Ireland (2021) *Code of Professional Conduct and Ethics for Registered Nurses and Midwives* Nursing and Midwifery Board of Ireland, Dublin



# Appendices



# UCD Professional Protocols for Supernumerary Placements



## **UCD School of Nursing, Midwifery and Health Systems**

### **Undergraduate students: overview of supports and policies for managing student health and wellbeing.**

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

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

#### **Protecting the health and wellbeing of undergraduate students Vaccinations Programmes**

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

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

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

#### **Health and wellbeing concerns**

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

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

- Associated Health Care Provider’s Occupational Health Service.
- Associated Health Care Provider’s Employee Assistance Programme.
- Emergency Services (999 or 112).
- Emergency Department or Rapid Injury Unit.
- Student Advisors. Information available [here](#)
- UCD Access and Lifelong Learning. Information available [here](#)
- UCD Equality, Diversity and Inclusion Dignity & Respect Support Service. Information available [here](#)
- UCD Students’ Union Sabbatical Officers. Information available [here](#)
- UCD Student Mental Health and Wellbeing Policy. Information available [here](#)
- UCD Chaplaincy. Information available [here](#) Healthy UCD. Information available [here](#)
- UCD James Joyce Library Life Skills Collection. Information available [here](#)
- Extenuating Circumstances Policy. Information available [here](#)
- Leave of Absence Policy. Information available [here](#)
- Exit Award Policy. Information available from the SNMHS School Office.

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

In some situations, a concern may arise about a student’s behaviour, capacity, welfare or wellbeing to the extent that their fitness to continue in study is a cause for concern. Concerns of this nature are managed through *UCD Fitness to Continue in Study Policy and Procedures* available [here](#). It is supported by the *SNMHS Programme Fitness to Practise Statement* available [here](#). The *UCD Fitness to Continue in Study Process Map* is available [here](#). It provided an overview of the process and personal responsible.



## **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**

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

## Description of Outcomes for Supernumerary Clinical Modules

Outcome	Description
<p><b>Pass (P)</b></p>	<p><b>National Competence Assessment Document (NCAD) Domains / Performance Indicators have been achieved. A Pass (P) grade is awarded.</b></p> <p><b>Midwifery Competence Assessment Tool (MCAT) Principles / Assessment Criteria have been achieved A Pass (P) grade is awarded.</b></p> <p><b>Derogation Requirement:</b> 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><b>Incomplete (IM)</b></p>	<p><b>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.</b></p> <p><b>Midwifery Competence Assessment Tool Principles/ Assessment Criteria have not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances. An 'Incomplete' (IM) grade is awarded.</b></p> <p><b>Remediation Strategy:</b></p> <ul style="list-style-type: none"> <li>• Students will be given only <u>one</u> opportunity to attend a practice placement to achieve outstanding performance indicators in the NCAD or assessment criteria in MCAT. This re-scheduled time is considered part of the first attempt.</li> <li>• Normally the time required to complete the clinical assessment will be equivalent to the outstanding time for that practice placement.</li> <li>• If the performance indicators in the NCAD or assessment criteria in the MCAT are not completed during this one opportunity, due to absenteeism, the CPC will contact the UCD personal tutor. The case will be reviewed, and a plan of action will be put in place with the involvement of the Clinical Allocations Office.</li> <li>• The Incomplete (IM) will only become a Pass (P) when all NCAD performance indicators or MCAT assessment criteria have been achieved.</li> </ul> <p><b>Derogation Requirement:</b> 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><b>Incomplete Extenuating Circumstance (IX)</b></p>	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>Remediation Strategy:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The supplemental practice placement duration may vary to meet the needs of individual students.</li> <li>• 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.</li> </ul> <p><b>Derogation Requirement:</b> 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><b>Fail (F) on 1<sup>st</sup> attempt</b></p>	<p><b>National Competence Assessment Document Domains /Performance Indicators have not been achieved on the repeat.</b></p> <p><b>A Fail grade is awarded. Midwifery Competence Assessment Tool Principles/Assessment Criteria have not been achieved on the repeat. A Fail grade is awarded.</b></p> <p><b>Remediation strategy for Second Attempt</b></p> <ul style="list-style-type: none"> <li>• The student is required to undertake a repeat practice placement.</li> <li>• The student is required to focus on the unattained standards from the 1st clinical placement (original).</li> <li>• 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.</li> <li>• The outcome grade for the 2nd attempt will be presented at the next available examination board.</li> </ul> <p><b>Derogation Requirement:</b> 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><b>Fail Repeat (FR) on 2<sup>nd</sup> attempt</b></p>	<p><b>National Competence Assessment Document Domains / Performance Indicators have not been achieved on the repeat. A Fail grade is awarded.</b></p> <p><b>Midwifery Competence Assessment Tool Principles / Assessment Criteria have not been achieved on the repeat. A Fail grade is awarded.</b></p> <p><b>Remediation Strategy for Third Attempt</b></p> <ul style="list-style-type: none"> <li>• The student is required to undertake a repeat clinical placement.</li> <li>• 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.</li> <li>• The duration of the repeat Practice I placement is the same as the 1<sup>st</sup> (original) practice placement.</li> <li>• The outcome grade for the 3<sup>rd</sup> attempt will be presented at the next available examination board.</li> </ul> <p><b>Derogation Requirement:</b> 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><b>Fail (F) repeat on 3<sup>rd</sup> attempt</b></p>	<p><b>A fail grade is awarded if the National Competence Assessment Document Domains /Performance Indicators. A Fail grade is awarded.</b></p> <p><b>Midwifery Competence Assessment Tool Principles/ Assessment Criteria have not been achieved during the repeat placement. A Fail grade is awarded.</b></p> <ul style="list-style-type: none"> <li>• The student is required to undertake a repeat practice placement.</li> <li>• The student is required to focus on the unattained NCAD performance indicators from the previous practice placement or MCAT assessment criteria</li> <li>• The duration of the repeat practice placement is 4 weeks. If the original practice placement was less <i>than four weeks</i> the repeat is the same duration as the original practice placement.</li> <li>• The outcome grade will be presented at the next available examination board. As per the progression derogation, a student who fails the 3<sup>rd</sup> attempt a supernumerary practice placement module will be ineligible to continue in that nursing or midwifery programme.</li> </ul> <p><b>Derogation Requirement:</b> 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><b>Absent (ABS)</b></p>	<p><b>Failure to attend and/or present a completed NCAD / MCAT assessment document to the UCD Personal Tutor, with no evidence of extenuating circumstances.</b></p> <p>NCAD or MCAT submitted did not merit a grade (e.g. performance indicators or assessment criteria are not signed appropriately or missing signatures in signature bank)</p>
<p><b>No Grade (NM)</b></p>	<p><b>Failure to attend and/or present a completed National Competence Assessment Document to the UCD Personal Tutor, with no evidence of extenuating circumstances</b></p> <p><b>Failure to attend and/or present a completed Midwifery Competence Assessment Tool to the UCD Personal Tutor, with no evidence of extenuating circumstances.</b></p> <p><b>Remediation Strategy:</b></p> <ul style="list-style-type: none"> <li>• No Grade is treated the same as a fail grade and considered as a clinical attempt.</li> <li>• The student is required to repeat the clinical module.</li> </ul>



## **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 Stages  
BSc Children's & General Nursing

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

### **Supernumerary Practice Placement**

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

### **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 for Non-Compliance with Absence Reporting Procedure Whilst on Supernumerary Practice Placement**

### **Introduction**

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

### **Procedure**

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

- **Step 1**

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

- **Step 2**

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

- **Step 3**

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

The following policies have informed this protocol:

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



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

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

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

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

Outcome	Description
<b>Pass (P)</b>	Domains / Performance Indicators in NCAD or Principles / Assessment Criteria in MCAT have been achieved.
<b>Incomplete (IM)</b>	<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>

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

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

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

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



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

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

### **Principles of Communication**

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

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

- When a member of UCD school staff receives information from a student or group of students who raise concerns, they will:
  - draw the student(s) attention to these guidelines and
  - follow appropriate communication lines within UCD SNMHS
- The Clinical Placement Coordinator (CPC), Clinical Nurse or Midwife Manager (CNM),
- Practice Development Coordinator, CNM 3 or the Director of the Centre for Nurse Education (CNE)/Centre of Midwifery Education (CMC), Director of Nursing DON/Acting Director of Nursing (ADON) or Midwifery or Director of Midwifery or Acting Director of Midwifery (ADOM), as appropriate, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Director of Nursing or Director of Midwifery and the Practice Development Coordinator/CNM 3 or the Director of the CNE will agree procedures as to how major concerns will be investigated and addressed.
- The Practice Development Coordinator/CNM 3 or the Director of CNE will dialogue and agree a course of action with the Associate Dean for Undergraduate Programmes, Undergraduate Director of Clinical Studies and Programme Director of the UCD SNMHS with information about the steps being taken, including the policies, guidelines or protocols governing the response. The relevant policy, guideline or protocol will inform next steps.
- At intervals, and at the conclusion of all processes, the Director of Nursing or Midwifery and Head of the UCD SNMHS will be kept informed of progress and outcomes by their own staff involved in the process.

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

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



### **This Protocol Pertains to The Following Events:**

- 1. 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**
- 2. When A Supernumerary Student is Unsuccessful in Their Clinical Assessment**

BSc General Nursing  
BSc Mental Health Nursing  
BSc Midwifery Stages  
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 intermediate meeting, that outline all processes until the repeat and final opportunity for the student.

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

### **Step 1 - Intermediate Meeting 'Learning Plan' NCAD**

#### **Intermediate Meeting 'Learning Plan' MCAT**

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

- An 'intermediate meeting 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/MCA.
- The UCD Personal Tutor may attend this interview.
- Students experiencing significant difficulties on practice placements where an intermediate meeting is not scheduled (practice placements of 3 weeks and less) must have a formal intermediate meeting organised. The steps pertaining to a formal Intermediate Meeting 'Learning Plan' will apply. An additional intermediate form is available in the appendix NCAD/ MCAT document. Otherwise, the student can request this form from the CPC or UCD Programme Office.
- The CPC will support this student throughout the placement and focus on their learning needs. They will also contact and inform the UCD Personal Tutor of the specific issues raised. The student is advised to contact their UCD Personal Tutor for additional support if they have not already done so.
- It is advisable that the preceptor document any further meetings/observations with this student in the period between the intermediate and final meeting. This can be documented briefly giving dates and a brief description of the support offered and this too should be documented at the end of the 'Intermediate Meeting 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/MCAT or principles / assessment criteria in the MCAT for that placement, the preceptor will inform the CPC who will in turn inform the UCD Personal Tutor by email.
- The CPC may be present for the final meeting if requested by the student or preceptor or UCD Personal Tutor.
- The UCD Personal Tutor may attend this interview.
- A record of the ways in which the student has not met the domains/ performance indicators in the NCAD or principles/ assessment criteria in the MCAT will be documented in detail by the preceptor in the final interview outcome sheet in the NCAD/MCAT.
- Students can prepare for step 3. A copy of the 'Final Learning Plan' is included in the appendix of the NACD/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 Placement<sup>1</sup>**

- The student, CPC, UCD Personal Tutor/ nominee and preceptor<sup>2</sup> 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).
- This 'Final Learning Plan' will identify the student's learning needs and guide them in areas that require further development during both their subsequent and repeat practice placements.
- During the final learning plan meeting the UCD Personal Tutor should advise the student of the following important considerations which should be documented as actions in the final learning plan.
- In the case of the 'repeat' practice placement, it is mandatory that the student presents their 'final learning plan' to their new preceptor so that they can avail of the required support.

<sup>1</sup> 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

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

- The subsequent practice placement is not always the 'repeat practice placement'. However, in order for the student to maximise the benefits of their learning plan and improve their practice learning outcomes in both the medium and long term, they are expected to discuss their learning needs (as outlined in the Learning Plan) with their next preceptor in their subsequent practice placement. The UCD Personal Tutor should emphasise that the domains of competence are pertinent across all practice placements/assessments. It should also be emphasised that the opportunity to receive early support from a preceptor is in the best interest of the student.
- The 'Final Learning Plan' will be agreed and duplicated so that the Student, CPC and UCD Personal Tutor retain a copy.

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

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

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

- The student is offered a 2nd attempt at the practice placement /clinical module 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 Personal Tutor is required to inform UCD SNMHS clinical allocations office of the requirement for a repeat practice placement and its duration.
- As early as is convenient on the 2nd attempt at practice placement, the student and new preceptor will hold a preliminary meeting 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 intermediate meeting initiates the same protocol as step 1 if the student is having significant difficulties.
- If a student does not meet the required domains / performance indicators in the NCAD or principles/ assessment criteria in the MCAT in this repeat practice placement, the final meeting follows the same protocol as outlined in step 2.

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

- Step 3 is followed with the following exception in relation to the duration of the repeat placement\*.  
*\*A supernumerary practice placement (3rd attempt) requires a new NCAD/MCAD and is of the same duration as the original practice placement (i.e. an 8 week original practice placement will be an 8 week repeat placement)<sup>3</sup>*

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

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

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

## **Step 8 - Repeat Practice 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 meeting with the student<sup>4</sup>.
- During this meeting the student must present the 'Final Learning Plan' to their new preceptor, outlining their documented learning needs and the areas in which the student requires additional support.
- The intermediate meeting initiates the same protocol as step 1 if the student is having significant difficulties. This is the student's final opportunity in the practice placement/clinical module the UCD Personal Tutor/UCD nominee in their supportive role shall meet the student at a convenient time soon after the intermediate meeting.
- If a student does not meet the required domains /performance criteria in the NCAD or principles/ assessment criteria in the MCAT in a repeat practice placement, the final meeting follows the same protocol as outlined in step 2.
- Presentation of NCAD/MCAD to the Personal Tutor is mandatory.
- A student being unsuccessful in this third 'final' repeat attempt the student will be considered ineligible to continue in the nursing/midwifery programme.
- No subsequent attempt can be considered except with written agreement of Director of Nursing/Midwifery of clinical partner site and through application to the NMHS Programme Board.

<sup>3</sup> Students can contact the UCD SNMHS school office to organise the collection of a new NCAD/MCAT.

<sup>4</sup> In an exceptional circumstance that a CPC cannot attend the preliminary meeting of a practice placement that is the student's final opportunity, the UCD Personal Tutor/UCD nominee



# Final Learning Plan

# FINAL LEARNING PLAN - FOLLOWING AN UNSUCCESSFUL CLINICAL ASSESSMENT

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

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

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

**FINAL LEARNING PLAN – CONTINUED**

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

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Signature of CPC:	Signature of Personal Tutor:	

**FINAL LEARNING PLAN – CONTINUED**

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Signature of CPC:	Signature of Personal Tutor:	

**FINAL LEARNING PLAN – CONTINUED**

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<b>Action/Supports Needed</b>		
Signature of Preceptor/Co- Preceptor:	Signature of Student Midwife:	Date/Time:
Signature of CPC:	Signature of Personal Tutor:	

## FINAL LEARNING PLAN – CONTINUED

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**Acknowledgements:** This National Midwifery Competency Assessment Tool (MCAT) has been developed by the Midwifery Competency Assessment Tool Working Group in the Nursing and Midwifery Board of Ireland (NMBI) in collaboration with clinical partners, preceptors/midwives, academic staff and students across Ireland.

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