

# BSc (Hons) in GENERAL NURSING Practice Placement – Internship



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



Full nursing student name (as per candidate register):

Nursing student college ID number:

Higher education institution:

**National Competence Assessment  
Document for the Undergraduate  
General Nursing Student.**



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

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



## Table of Contents

<b>Guidelines for Completion of Self Evaluation for Practice Placements .....</b>	<b>9</b>
<b>Reflective Practice on Practice Placement .....</b>	<b>16</b>
<b>Long Practice Placement 4A .....</b>	<b>28</b>
<b>Long Practice Placement 4B .....</b>	<b>52</b>
<b>Long Practice Placement 4C .....</b>	<b>76</b>
<b>Long Practice Placement 4D .....</b>	<b>100</b>
<b>Clinical Management and Leadership Experience .....</b>	<b>124</b>
<b>Appendix .....</b>	<b>128</b>



## Your Practice Placement

*“Clinical placements... are where the world of nursing (midwifery) comes alive”  
(Levett-Jones & Bourgeois, 2022).*

### What to Expect

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

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

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

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

## Who To Turn To

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

### Practice Placement Supports

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

### UCD SNMHS Supports

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

**Please insert the following details:**

**Name of UCD Personal Tutor:** \_\_\_\_\_

**E-mail address of UCD Personal Tutor:** \_\_\_\_\_

**Phone number of UCD Personal Tutor:** \_\_\_\_\_

**Name of Student Advisor:** \_\_\_\_\_ Ms Anna Scully

**E-mail address of Student Advisor:** \_\_\_\_\_ [anna.scully@ucd.ie](mailto:anna.scully@ucd.ie)

**Phone number of Student Advisor:** \_\_\_\_\_ 01 7166 497

## Practice Placement Documentation

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

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

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

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

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

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

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

### Practice Placement Assessment Protocol: Internship

Each student is required to complete an internship period of thirty-six weeks which commences usually in January. There are four practice placements during the internship period in Stage/Year 4. Students are assessed on all clinical placements. **Full attendance is required on all practice placements** thus ensuring compliance with the Nursing and Midwifery Board of Ireland (NMBI) registration requirements.

### Regulations for Meeting Standards and Progression in Internship

A student will not be eligible for the award of a degree of BSc. (Nursing/Midwifery) without having attained a pass in all the internship practice placements modules in stage/year 4 and met the requirement for attendance for internship practice placements.

### Regulations for Meeting Competence at Internalisation and Dissemination Level

#### Level of Competence required of each year

Year	Benner	Steinaker and Bell	Level of Supervision
Year 1	Novice	Exposure and/or participation	Direct supervision
Year 2	Advanced beginner	Participation and/ or identification	Close supervision
Year 3	Advanced beginner	Participation and/or identification	Indirect supervision
Year 4 Supernumerary	Advanced beginner	Identification	Distant supervision
Year 4/4.5 Internship	Competent	Internalisation and dissemination	Distant supervision

Nursing and Midwifery National Assessment Competence Tool (2019)

The final outcome of practice placement assessment is recorded as either 'pass' or 'fail' and is grade point neutral. The student must attain a 'pass' grade in all practice placements in order to attain an overall 'pass' for the stage. A 'pass' in clinical assessment is determined on the basis of a student attaining all domains and all required BSc in General Nursing NCAD – CASC 2024 9

performance indicators at internalisation and dissemination of assessment as outlined by National Assessment Competency Document (NCAD). The relevant sections of the assessment must be completed at the appropriate time, in consultation with the student’s clinical preceptor and presented to the UCD personal tutor.

The first two practice placements of the internship period will be assessed at competence level of internalisation using NCAD (4A) NMHS 30300 and (4B) NMHS 30310. The third practice placement of the internship period will be assessed at competence level of internalisation/dissemination using NCAD (4C) NMHS 33650. The fourth practice placement of the internship period will be assessed at competence level at dissemination using NCAD (4D) NMHS 33660 )

NCAD	Level of Competence	Module Codes
4A	Internalisation	NMHS 30300
4B	Internalisation	NMHS 30310
4C	Internalisation/Dissemination	NMHS 33650
4D Clinical Management and Leadership Experience	Dissemination	NMHS 33660

In order to progress through the internship period, the student must successfully ‘pass’ 4A and 4B NCAD before undertaking 4C. In addition, the student must successfully ‘pass’ 4C NCAD before undertaking 4D NCAD. Therefore, in order to successfully complete the internship period of Stage/year 4 of the BSc Nursing programme the student must attain a ‘pass’ grade in 4A NCAD and 4B NCAD following a ‘pass’ grade in 4C NCAD and 4D NCAD.

All students are responsible to be familiar with the documents listed below.

- Students should obtain comprehensive feedback from their preceptor during their practice placements and at the Mid – Interview, to ensure they are aware of the areas of competence they may need to focus on for the remainder of a practice placement.
- Students should be very familiar with protocol ‘*When an Internship Student Is Having Significant Difficulties In Meeting Competence During A practice Placement and When An Internship Student Is Unsuccessful In Their Practice Assessment*’ In the case of a student failing to obtain a ‘pass’ in a single placement, a final learning plan will be set in place for the student. The final learning plan will be prepared by the student’s UCD personal tutor in consultation with the student and the relevant person(s) in the student’s hospital, that is, Clinical Placement Co-ordinator, Nurse Practice Development Co-ordinator, Director of Nursing.
- In the case of a student not attaining the competence in a particular clinical module, a repeat practice placement will be required. A student who fails an internship practice placement in Stage 4 having had

two attempts (one original and one repeat) will be ineligible to continue in that nursing or midwifery programme. No subsequent attempt can be considered except with the written agreement of the Director of Nursing/Midwifery of the clinical partner site and through application to the Governing Board. No subsequent attempt can be considered except through application to and approval by the Programme Board.

### **Regulations Regarding Attendance**

Full attendance is required on all clinical placements. This is necessary 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. All absences from clinical placement in Stage 4 will be recorded and **all** absences must be made up at the end of Stage 4. You cannot pay back time within a module that you are repeating. If you fail a practice placement you must repeat the complete duration of the failed practice placement. For example, if the failed placement was 9 weeks in duration, you repeat the whole 9 weeks. Any time owing is in addition to this.

### **Protocol for Recording Student Attendance**

- As an employee of the health service employer, you are bound by the rules, policies and procedures of the employer. Under normal custom and practice, you are required to provide a service (under supervision) for the salary received. As a salaried employee you must abide by local and statutory attendance regulations. This means that when absent you must follow local reporting policies and procedures. While on the internship period, you are also required to meet the Nursing and Midwifery Board of Ireland (NMBI) minimum registration requirements in respect of clinical instruction. As a registered student with UCD, you will continue to be bound by the rules and regulations of the College, as set out in the Student Handbook.
- During the internship period the health service provider will forward a summary of your absences to the Allocations Office UCD School of Nursing, Midwifery and Health Systems. The Allocations Office where appropriate, will plan supplementary placements to commence at the end of the internship period. Please note that students will not be considered for the award of Degree or registration with The Nursing and Midwifery Board of Ireland (NMBI) until the registration requirements in respect of clinical instruction and attendance have been met.

#### **All students should be familiar with the protocols at the end of the NCAD at the appendix section**

- Protocol on the presentation of undergraduate practice placement modules.
- Protocol in the following event: When an internship student is having significant difficulties in meeting standards during a clinical placement and when an internship student is unsuccessful in their clinical

placement.

- Protocol for nursing/midwifery students wishing to avail of compassionate leave whilst on internship clinical placement and internship placement.

## **Guidelines for Completion of Self Evaluation for Practice Placements Year 4 (Internship)**

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

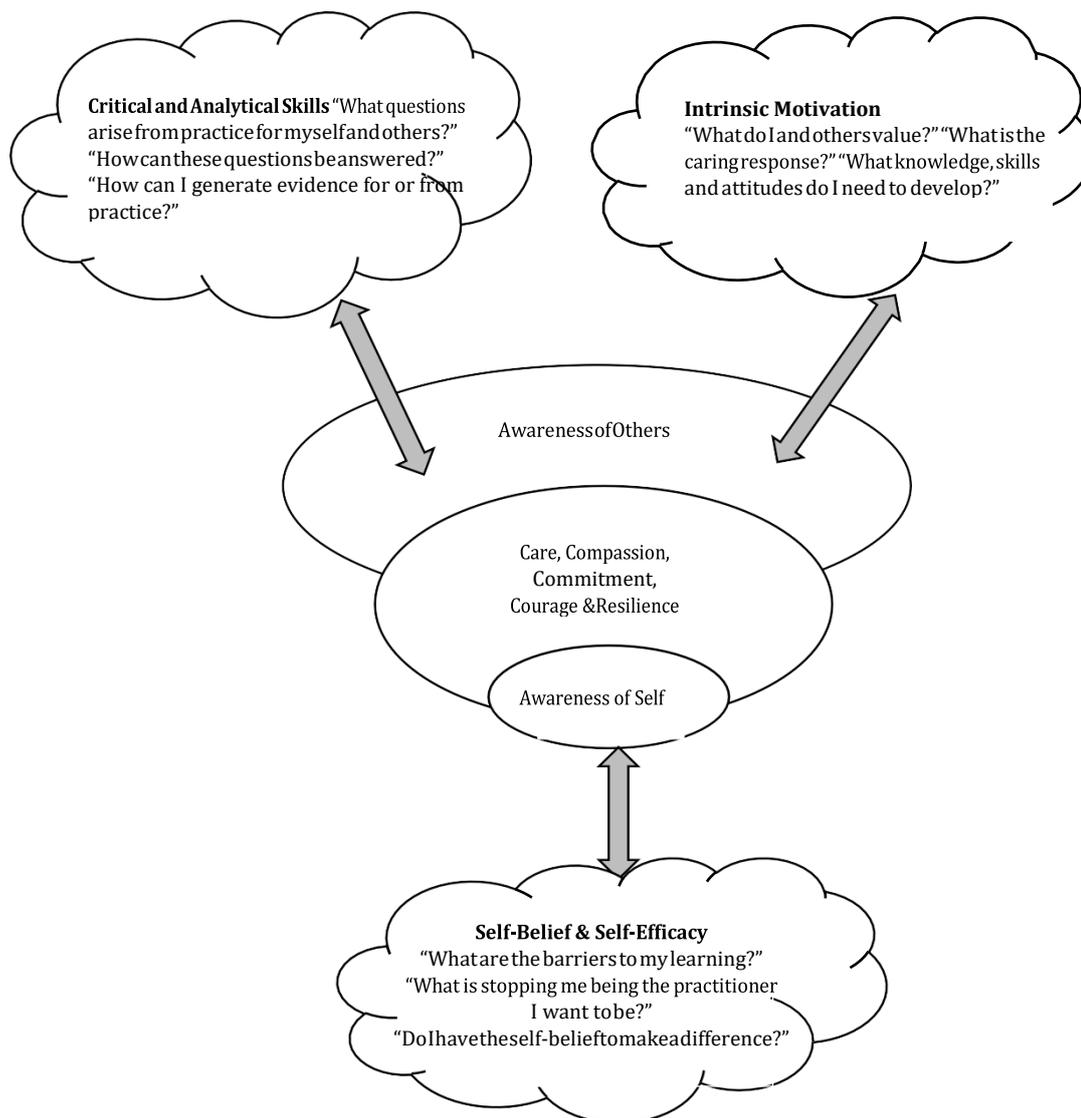
- Previous applicable experiences that I bring with me to this practice placement
- Learning outcomes and opportunities that I hope to achieve during this practice placement
- Any concerns that I have about this practice placement
- Relevant theoretical and practical learning that I bring to this practice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

Figure 1 (page 10) provides a guide to help you with your evaluation (Nursing and Midwifery Board of Ireland (NMBI), 2019).

A learning outcome states what you hope to learn during the placement, and it should build on the knowledge, skills and professional values that you have learnt on previous practice placements while also addressing the six domains of competence. It is your responsibility to determine and write learning outcomes and expectations (Nurse Registration Programmes Standards and Requirements NMBI, 2023).

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

**Figure 1**  
**Self-evaluation of learning needs and expectations (NMBI, 2019)**  
**A guide to help you with your self-evaluation**



Sources: (McLean, 2012)

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

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

**References**

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

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

Nursing and Midwifery Board of Ireland (2016) *Nurse Registration Programmes Standards and Requirements*. Dublin: Nursing and Midwifery Board of Ireland.

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



## **Reflective Practice on Practice Placement<sup>1</sup>**

Reflection is a process of knowledge acquisition originating in practice and best suited to solving complex practice-based problems (Schön, 1987). Reflection is about reviewing experience from practice so that it may be described, analysed, evaluated, and consequently used to inform and change future practice in a positive way (Bulman, 2013). It involves opening one's practice for others to examine, and consequently requires courage and open-mindedness, as well as a willingness to take on board, and act on, criticism. Ultimately and importantly, reflection in nursing relates to professional motivation to move on and do better within the practice in order to learn from experience and critically examine 'Self' (Bulman, Lathlean, & Gobbi, 2012)

Reflection must relate to situations encountered by nursing students in their practice placement whereby learning is of value to the enhancement of professional nursing practice. Situations may include a positive experience where something went well or a negative experience where the nursing student needs to think and reflect about what has happened and how to deal with the situation effectively and professionally if it occurs again in the future. Following each part of the Gibbs reflective cycle, the nursing student must integrate learning from their practice experience with theory, in order to further inform and enhance the development of their professional practice. Reflection provides the opportunity to enhance clinical reasoning while having a positive impact on patient care (Caldwell & Grobbel, 2013).

The Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives encourages the use of reflective practice in the development of understanding for professional responsibilities in caring for a patient in a safe, ethical, and effective way (Nursing Midwifery Board of Ireland, NMBI 2021). Being safe, ethical and effective is being mindful of doing what is right and good. It is being aware of the consequences of one's decisions and actions on the other. To realise effective healthcare practice the practitioner must necessarily develop ethical competence (Johns, 2017). Ethical practice requires ethical or moral courage. It demands constant reflection and awareness of one's own practice and the effect it can have on others and the importance of advocating for what is needed to make the moral community strong (Canadian Nurses Association, 2010).

The nursing student who engages in reflection as part of their learning can create an objective view of their progress and see what is going well and what needs to be developed further. Regular or daily reflection helps after an event such as carrying out a clinical procedure, engaging with patients/staff, critical incidents or just a difficult day. Clinical learning is also enhanced when nursing students are empowered to reflect on their experiences of the practice placement setting. As a nursing student, it is not enough to only engage in reflection after the experience has occurred, known as reflection-on-action. Reflective practitioners must also develop the ability to reflect-in-action which will allow them to solve problems more effectively when facing uncertainty and novel situations (Stoner & Cennamo, 2018).

**Reflection-on-action** is the retrospective analysis and interpretation of practice in order to uncover the knowledge used and accompanying feelings within a particular situation. It occurs after the event and therefore contributes to the continuing development of skills, knowledge, and practice.

**Reflection-in-action** is the process whereby the nursing student recognises a new situation or problem and thinks about it while still acting. The nursing student can select and remix responses from previous experience when deciding how to solve a problem in practice.

<sup>1</sup> Guidelines for the Completion of the National Competence Assessment Document for Undergraduate Nursing Programmes (2019).

### Unstructured Reflection – Internship

Undergraduate BSc Nursing students are also expected to engage with unstructured reflection while on practice placement (NMBI, 2023). Unstructured reflection is where you have an opportunity to reflect when it suits you, but you need/ required to document your reflective learning under the domains of competence by analysing a performance indicator of your choice or other activities that you have engaged with while on placement for example - shadowing a clinical nurse specialist, journal clubs

Month 1	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date &amp; Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 2	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date &amp; Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 3	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date &amp; Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 4	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date &amp; Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 5	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date &amp; Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 6	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date &amp; Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 7	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date &amp; Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

Month 8	Identify Theme / Focus of Your Reflection	Student Signature
<i>Date &amp; Duration of Reflection</i>	<i>Document an Analysis of your Reflective Learning and Action Plan</i>	

## References

- Bulman, C (2013) An Introduction to Reflection, in Bulman, C. & Schutz, S. (Eds.), *Reflective. Practice in Nursing*, 4th ed. Blackwell Scientific Publications, Oxford
- Bulman, C., Lathlean, J., & Gobbi, M. (2012). 'The Concept of Reflection in Nursing: Qualitative Findings on Student and Teacher Perspectives', *Nurse Education today*, 32(5), 8-13.
- Caldwell, L., & Grobbel, C. (2013). 'The Importance of Reflective Practice in Nursing. *International Journal of Caring Science*', 6(3), 319-326.
- Canadian Nurses Association. (2010). 'Ethics, Relationships and Practice in Quality Environments', *Ethics in Practice for Registered Nurses*, 1-16.
- Johns, C. (2017) *Becoming a reflective practitioner*, 5th Ed, John Wiley & Sons, Inc, Hoboken, NJ.
- Nursing and Midwifery Board of Ireland (2021). *The Code of Professional Conduct for Registered Nurses and Registered Midwives*, Nursing & Midwifery Board of Ireland, Dublin.
- Schön, D. (1987). *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass.
- Stoner, A., & Cennamo, K. (2018). *Enhancing Reflection within Situated Learning Incorporating Mindfulness as an Instructional Strategy*. Switzerland: Springer Nature.



**NMHS33540 –Practice Placement 4A  
(General Nursing)**

**Long Practice Placement  
(4 weeks or more)**





**NMBI National Competence Assessment Document – YEAR FOUR (INTERNSHIP)**

**Practice Placement Details and Attendance Record**

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

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

Attendance Record						
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					
Week 7	Date:					
	Nursing student signature					
	Preceptor signature					
Week 8	Date:					
	Nursing student signature					
	Preceptor signature					

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

**Practice placement: self-evaluation of learning needs  
and expectations**

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

The previous applicable experiences that I bring with me to this practice placement are ...
The learning outcomes and opportunities that I hope to achieve during this practice placement are ...
Any concerns that I have about this practice placement are ...
The relevant theoretical and practical learning that I bring to this practice placement are ...

**NMBI National Competence Assessment Document – Year 4 (Internship)  
Competence Assessment Interviews**

**Practice Placement: Preliminary Interview  
(Must be completed within the first 2 days)**

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Mid Interview**

**To be completed by the Nursing Student:**  
Nursing student’s review of progress during practice placement to date (refer to practice placement learning outcomes)

**To be completed by the Preceptor/Associate Preceptor:**  
Preceptor/Associate Preceptor’s review of nursing student’s progress during practice placement to date (in accordance with the practice placement learning outcomes)

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

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

**NMBI National Competence Assessment Document – Year Four(Internship)  
Competence Assessment Interviews (Reflection)**

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

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

**Reflective practice: nursing student reflection using Gibbs model of reflection (1988)**

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

Description – What happened?

Feelings – What were you thinking and feeling?

Evaluation – What was good and bad about the experience?

Analysis – What sense can you make of the situation?

Conclusion – What else could you have done?

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

Empty space for writing the action plan.

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Progress Notes  
(Performing at Year 4 Level of Competence)**

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

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Signature		Date	
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Signature		Date	
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Signature		Date	
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Signature		Date	
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## NMBI National Competence Assessment Document – Year Four (Internship) Six Domains of Competence

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

1. Professional values and conduct of the nurse competences
2. Nursing practice and clinical decision making competences
3. Knowledge and cognitive competences
4. Communication and interpersonal competences
5. Management and team competences
6. Leadership potential and professional scholarship competences

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

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

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

**In the internship, at the end of each practice placement, nursing students have to achieve all domains and all indicators at Internalisation and dissemination (required for 4D) in line with local HEI policy and procedures.**

**Competent**

A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.

**Internalisation**

The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.

**Dissemination**

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

**NMBI National Competence Assessment Document – Year Four(Internship): Competent**

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

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

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

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

Yes = ✓ : Competence achieved

No = X: Competence not achieved

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

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

**Domain 3: Nursing knowledge and cognitive competences**

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

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

**Domain 4: Communication and interpersonal competences**

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

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

Domain 5: Nursing management and team competences

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

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

**Domain 6: Leadership potential and professional scholarship competences**

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent  
Competence Assessment Interviews**

**Practice Placement: Final interview**

**To be completed by the Nursing Student:**  
Nursing student’s review of progress during practice placement (refer to original practice placement learning outcomes and nursing student reflection)

**To be completed by the Preceptor/Associate Preceptor:**  
Preceptor/Associate Preceptor’s review of nursing student’s progress during practice placement (refer to original practice placement learning outcomes and nursing student reflection)

Competence achieved (Please Circle as Appropriate)	
Yes	No*
Preceptor signature	
Nursing student signature	
Date	

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Domains and Indicators that were not achieved by the nursing student in this Practice  
Placement**

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



**NMHS30310–Practice Placement 4B  
(General Nursing)**

**Long Practice Placement  
(4 weeks or more)**





## NMBI National Competence Assessment Document – Year Four (Internship)

### Practice Placement Details and Attendance Record

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

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

Attendance Record						
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					
Week 7	Date:					
	Nursing student signature					
	Preceptor signature					
Week 8	Date:					
	Nursing student signature					
	Preceptor signature					

**NMBI National Competence Assessment Document – Year Four (Internship)**  
**Self-Evaluation**

**Practice placement: self-evaluation of learning needs  
and expectations**

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

The previous applicable experiences that I bring with me to this practice placement are ...
The learning outcomes and opportunities that I hope to achieve during this practice placement are ...
Any concerns that I have about this practice placement are ...
The relevant theoretical and practical learning that I bring to this practice placement are ...

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Preliminary Interview  
(Must be completed within the first 2 days)**

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Mid Interview**

**To be completed by the Nursing Student:**  
Nursing student’s review of progress during practice placement to date (refer to practice placement learning outcomes)

**To be completed by the Preceptor/Associate Preceptor:**  
Preceptor/Associate Preceptor’s review of nursing student’s progress during practice placement to date (in accordance with the practice placement learning outcomes)

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

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

**NMBI National Competence Assessment Document – Year Four (Internship)**  
**Competence Assessment Interviews (Reflection)**

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

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

**Reflective practice: nursing student reflection using Gibbs model of reflection (1988)**

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

Description – What happened?

Feelings – What were you thinking and feeling?

Evaluation – What was good and bad about the experience?

Analysis – What sense can you make of the situation?

Conclusion – What else could you have done?

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

Empty space for writing the action plan.

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Progress Notes  
(Performing at Year 4 Level of Competence)**

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

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Signature		Date	
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Signature		Date	
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Signature		Date	
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Signature		Date	
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## NMBI National Competence Assessment Document – Year Four (Internship) Six Domains of Competence

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

1. Professional values and conduct of the nurse competences
2. Nursing practice and clinical decision making competences
3. Knowledge and cognitive competences
4. Communication and interpersonal competences
5. Management and team competences
6. Leadership potential and professional scholarship competences

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

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

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

**In the internship, at the end of each practice placement, nursing students have to achieve all domains and all indicators at Internalisation and/or dissemination (required for 4D) in line with local HEI policy and procedures.**

<b>Competent</b>
A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.

<b>Internalisation</b>
The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.
<b>Dissemination</b>
The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others.

## NMBI National Competence Assessment Document – Year Four (Internship): Competent

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

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

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

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

Yes = ✓ : Competence achieved.

No = X : Competence not achieved.

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

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent  
Domain 2: Nursing practice and clinical decision making competences**

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

**Domain 3: Nursing knowledge and cognitive competences**

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

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

**Domain 4: Communication and interpersonal competences**

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

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

Domain 5: Nursing management and team competences

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

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

**Domain 6: Leadership potential and professional scholarship competences**

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent  
Competence Assessment Interviews**

**Practice Placement: Final Interview**

**To be completed by the Nursing Student:**  
Nursing student’s review of progress during practice placement (refer to original practice placement learning outcomes and nursing student reflection)

**To be completed by the Preceptor/Associate Preceptor:**  
Preceptor/Associate Preceptor’s review of nursing student’s progress during practice placement (refer to original practice placement learning outcomes and nursing student reflection)

Competence achieved (Please Circle as Appropriate)	
Yes	No*
Preceptor signature	
Nursing student signature	
Date	

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent  
Competence Assessment Interviews**

**Domains and Indicators that were not achieved by the nursing student in this Practice  
Placement**

A large, empty rectangular box with a light green background and a thin black border, intended for listing domains and indicators not achieved by the nursing student.

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



**NMHS33650 –Practice Placement 4C  
(General Nursing)**

**Long Practice Placement  
(4 weeks or more)**





**NMBI National Competence Assessment Document – Year Four (Internship)**

**Practice Placement Details and Attendance Record**

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

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

Attendance Record						
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					
Week 7	Date:					
	Nursing student signature					
	Preceptor signature					
Week 8	Date:					
	Nursing student signature					
	Preceptor signature					

**NMBI National Competence Assessment Document – Year Four (Internship)  
Self-Evaluation**

**Practice Placement: self-evaluation of learning needs  
and expectations**

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

The previous applicable experiences that I bring with me to this practice placement are ...
The learning outcomes and opportunities that I hope to achieve during this practice placement are ...
Any concerns that I have about this practice placement are ...
The relevant theoretical and practical learning that I bring to this practice placement are ...

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Preliminary Interview  
(Must be completed within the first 2 days)**

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Mid Interview**

**To be completed by the Nursing Student:**

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

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

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

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

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



Evaluation – What was good and bad about the experience?

Analysis – What sense can you make of the situation?

Conclusion – What else could you have done?

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

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Progress Notes  
(Performing at Year 4 Level of Competence)**

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

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Signature		Date	
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Signature		Date	
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## NMBI National Competence Assessment Document – Year Four (Internship) Six Domains of Competence

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

1. Professional values and conduct of the nurse competences
2. Nursing practice and clinical decision making competences
3. Knowledge and cognitive competences
4. Communication and interpersonal competences
5. Management and team competences
6. Leadership potential and professional scholarship competences

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

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

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

**In the internship, at the end of each practice placement, nursing students have to achieve all domains and all indicators at Internalisation and/or dissemination (required for 4D) in line with local HEI policy and procedures.**

**Competent**

A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.

**Internalisation**

The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.

**Dissemination**

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

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

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

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

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

Yes = ✓ : Competence achieved.

No = X : Competence not achieved.

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

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent  
Domain 2: Nursing practice and clinical decision making competences**

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

**Domain 3: Nursing knowledge and cognitive competences**

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

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

**Domain 4: Communication and interpersonal competences**

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

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

Domain 5: Nursing management and team competence

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

**Domain 6: Leadership potential and professional scholarship competences**

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Final Interview**

**To be completed by the Nursing Student:**

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

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

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

**Competence achieved (Please Circle as Appropriate)**

Yes	No*
Preceptor signature	
Nursing student signature	
Date	

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Domains and Indicators that were not achieved by the nursing student in this Practice  
Placement**

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



**NMHS33660 –Practice Placement 4D  
(General Nursing)**

**Long Practice Placement  
(4 weeks or more)**





**NMBI National Competence Assessment Document – Year Four (Internship)**

**Practice Placement Details and Attendance Record**

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

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

Attendance Record						
Week 5	Date:					
	Nursing student signature					
	Preceptor signature					
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					
Week 7	Date:					
	Nursing student signature					
	Preceptor signature					
Week 8	Date:					
	Nursing student signature					
	Preceptor signature					

**NMBI National Competence Assessment Document – Year Four (Internship)  
Self-Evaluation**

**Practice placement: self-evaluation of learning needs  
and expectations**

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

The previous applicable experiences that I bring with me to this practice placement are ...
The learning outcomes and opportunities that I hope to achieve during this practice placement are ...
Any concerns that I have about this practice placement are ...
The relevant theoretical and practical learning that I bring to this practice placement are ...

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Preliminary Interview  
(Must be completed within the first 2 days)**

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Mid Interview**

<b>To be completed by the Nursing Student:</b>			
Nursing student’s review of progress during practice placement to date (refer to practice placement learning outcomes)			
<b>To be completed by the Preceptor/Associate Preceptor:</b>			
Preceptor/Associate Preceptor’s review of nursing student’s progress during practice placement to date (in accordance with the practice placement learning outcomes)			
Nursing student signature		Date:	
Preceptor/Associate Preceptor signature		Date:	
Does the nursing student require additional learning support to achieve competences?	Yes*	No	
CPC signature (if yes above)		Date:	

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews (Reflection)**

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

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

**Reflective Practice: nursing student reflection using Gibbs model of reflection (1988)**

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

Description – What happened?

Feelings – What were you thinking and feeling?

Evaluation – What was good and bad about the experience?

Analysis – What sense can you make of the situation?

Conclusion – What else could you have done?

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

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Progress Notes  
(Performing at Year 4 Level of Competence)**

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

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Signature		Date	
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Signature		Date	
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## NMBI National Competence Assessment Document – Year Four (Internship) Six Domains of Competence

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

1. Professional values and conduct of the nurse competences
2. Nursing practice and clinical decision making competences
3. Knowledge and cognitive competences
4. Communication and interpersonal competences
5. Management and team competences
6. Leadership potential and professional scholarship competences

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

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

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

**In the internship, at the end of each practice placement, nursing students have to achieve all domains and all indicators at Internalisation and/or dissemination (required for 4D) in line with local HEI policy and procedures.**

<b>Competent</b>
A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.

<b>Internalisation</b>
The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.
<b>Dissemination</b>
The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others.

## NMBI National Competence Assessment Document Year Four (Internship): Competent

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

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

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

**Yes = ✓** : Competence achieved.

**No = X** : Competence not achieved.

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

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent  
Domain 2: Nursing practice and clinical decision making competences**

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

Domain 3: Nursing knowledge and cognitive competences

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

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

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

NMBI National Competence Assessment Document – Year Four (Internship): Competent

**Domain 4: Communication and interpersonal competences**

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

**Domain 5: Nursing management and team competences**

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship): Competent**

**Domain 6: Leadership potential and professional scholarship competences**

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

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

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Practice Placement: Final Interview**

**To be completed by the Nursing Student:**

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

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

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

**Competence achieved (Please Circle as Appropriate)**

Competence achieved (Please Circle as Appropriate)	
Yes	No*
Preceptor signature	
Nursing student signature	
Date	

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

**NMBI National Competence Assessment Document – Year Four (Internship)  
Competence Assessment Interviews**

**Domains and Indicators that were not achieved by the nursing student in this Practice  
Placement**

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



## Clinical Management and Leadership Experience

To facilitate additional development of clinical management and leadership skills, outlined in the Nursing Registration Programmes Standards and Requirements (Nursing and Midwifery Board of Ireland, 2023), Domain 5 and 6, the student will have at least one or more opportunities to manage a clinical area, with the support of a Clinical Nurse Manager/Shift co-ordinator, and to explore an issue which they found challenging during the clinical management and leadership experience. As part of this clinical management and leadership experience it is envisaged that the student may have the opportunity to delegate tasks, attend morning report, arrange staff breaks, ensure that tasks in the ward diary are completed or delegated as appropriate, write the day report/provide verbal handover to nursing administration and ensure the smooth running of the ward over the course of a workshift. During the clinical management and leadership experience, decision-making and critical thinking skills will be strongly encouraged, and all decisions will be made in conjunction with the Clinical Nurse Manager/Shift Co-ordinator. The Preceptor and/or Clinical Nurse Manager/Shift coordinator will assess the performance of the student during the clinical management and leadership experience in relation to the domains and performance indicators contained in this National Assessment Competency Tool (NCAD). Please note that the assessment of the student's competence on this placement will be in relation to the achievement of all domains and performance indicators as contained in this document over the duration of the practice placement.

The student should be provided with an opportunity/opportunities to manage the clinical area prior to the completion of their practice placement. Following the clinical management and leadership experience the student will identify one management/ leadership issue, in consultation with the Clinical Nurse Manager/Shift co-ordinator, which they found challenging. The issue should clearly relate to the domains and performance indicators contained in this document. In the intervening weeks before their final interview the student will have time to explore this issue and prepare a written report for the Clinical Nurse Manager/Shift co-ordinator/Preceptor\*.

The purpose of this report is to provide a structure around which the student and clinical nurse manager/Shift Co- Ordinator/Preceptor can discuss the management/leadership issue identified during the clinical management and leadership experience. The report should be no more than 500 words in length, formatted as an academic assignment, and should be discussed with the Clinical Nurse Manager/Shift co-ordinator/Preceptor prior to completion of the student's practice placement. The Clinical Nurse Manager/Shift Co-ordinator/Preceptor should sign and date the report following this discussion. The report should be submitted with this NCAD on completion

of the practice placement.

The transition from student to registered nurse can be challenging. The aim of this placement is to not only to enhance the knowledge and skills necessary for competent nursing practice but also to provide the student with clinical management/leadership experience. The provision of this experience may ensure a successful and less daunting transition from student to registered nurse.

\* If possible the preceptor should have management experience.





# Appendix





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

BSc General Nursing  
BSc Mental Health Nursing  
BSc Midwifery  
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 stage of the three nursing programmes and midwifery programme must be passed before the student can progress to the next stage of the programme.

#### Derogation 2

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

#### Derogation 3

In stages 2,3 and 4, 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
<b>PASS (P)</b>	<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 the clinical time for that stage before they can progress to the next stage of the programme.</p>
<b>Incomplete (IM)</b>	<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 been not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances. An 'Incomplete' (IM) grade is awarded.</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 Practice Placement 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 the clinical time for that stage before they can progress to the next stage 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 the clinical time for that stage before they can progress to the next stage 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. 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 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 1<sup>st</sup> clinical placement (original).</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 for the 2<sup>nd</sup> attempt will be presented at the next available examination board.</li> </ul> <p><b>Derogation Requirement:</b> Students are required to complete all the clinical time for that stage before they can progress to the next stage 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 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 stage before they can progress to the next stage 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 at 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 stage before they can progress to the next stage 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  
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 on Non-Compliance with Absence Reporting Procedure While on Supernumerary Practice Placement**

### **Introduction**

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

### **Procedure**

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

- **Step 1**

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

- **Step 2**

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

- **Step 3**

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

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

All students undertaking Undergraduate Nursing programmes are required to present the NCAD or Midwifery student are required to present MCAD to UCD Personal Tutor 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 Autumn, Spring or Summer Trimester, at the programme examination boards in UCD, with one of the following outcomes:

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

Presentation of the NCAD/ MCAT to the UCD Personal Tutor is **compulsory** and failure to attend during the designated timeframe will normally result in an NG outcome. It is worth noting that this will have implications for student progression and may incur a repeat fee. If the student is unable to attend due to extenuating circumstances, they should adhere to the current extenuating circumstances policy. Completed application forms should be presented to the SNMHS 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 Practice Placement Allocations Officer. The student should keep a copy of the time sheet as proof of submission. Failure to submit the completed time sheet may result in the student being unable to progress into the next stage of their programme.



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

These guidelines outline the principles and procedures agreed by UCD School of Nursing, Midwifery and Health Systems (UCD SNMHS) and partner hospitals to direct how issues raised in a service or institution and which pertain more properly to the other, should be addressed. Students may raise concerns, or make allegations, the nature of which dictates that the primary responsibility for addressing the issues raised, more properly resides with either the academic institution or the clinical service. These may be students' concerns and issues related but not limited to healthcare recipient safety, allegations against clinical or UCD SNMHS 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 SNMHS 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 and the Associate Dean of Undergraduate Studies, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Head of the UCD SNMHS and Associate Dean for Undergraduate Programmes will agree procedures as to how concerns will be investigated and addressed.
- The appropriate in-service policies and procedures for addressing the issue or concern will then be initiated. The relevant policy will inform next steps.
- At intervals, and at the conclusion of all processes, the Head of the UCD School of Nursing, Midwifery and Health Systems and the Director of Nursing or Director of Midwifery will be kept informed of progress and outcomes.



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

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

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

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

### **Distinction in Progression Requirements**

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

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

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

#### **Step 1 – Mid Interview 'Learning Plan' NCAD**

#### **Intermediate Interview 'Learning Plan' MCAT**

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

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

### **Step 2 - Final Meeting NCAD Final Interview MCAT**

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

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

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

<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

<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

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

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

#### **Step 5 - Repeat Practice Placement: 2<sup>nd</sup> Attempt at The Practice Placement**

- The student is offered a 2<sup>nd</sup> attempt at the practice placement /clinical module with a new NCAD/MCAT.
- The duration of a 2<sup>nd</sup> attempt practice placement will normally be of 4 weeks duration unless the duration of the original placement was of less than 4 weeks, in which case, the duration of the attempted supernumerary practice placement will be of the same duration as the original placement.
- The agreed length of the practice placement is documented in the learning plan. The Personal Tutor is required to inform UCD SNMHS PPAO via email if the requirement for a repeat practice placement and its duration. As early as is convenient on the 2<sup>nd</sup> attempt at practice placement, the student and new preceptor will hold a preliminary interview/initial interview with the student.
- The CPC may attend this meeting. During this meeting the student must present the 'Final Learning Plan' to their new preceptor, outlining their documented learning needs and the areas in which the student requires additional support. The mid interview (NCAD) / intermediate interview (MCAT) initiates the same protocol as step 1 if the student is having significant difficulties.
- If a student does not meet the required domains / performance indicators in the NCAD or principles/ assessment criteria in the MCAT in this repeat practice placement, the final meeting follows the same protocol as outlined in step 2.

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

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

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

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

The student presents this NCAD/MCAT to their Personal Tutor at an agreed date. The student must contact the UCD SNMHS PPAO through the UCD SNMHS website, [ucd.ie/nmhs/studentlife/howyouwilllearn/practiceplacement/](http://ucd.ie/nmhs/studentlife/howyouwilllearn/practiceplacement/) to submit the details of subsequent practice placement requirements.

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

## **Step 8 - Repeat Clinical Placement Final and 3<sup>rd</sup> Attempt**

- The student is offered a third and final opportunity to repeat the practice placement/ clinical module.
- As early as is convenient on practice placement, the student, CPC and new preceptor will hold a preliminary interview / initial interview with the 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 mid interview /initial interview initiates the same protocol as step 1 if the student is having significant difficulties. This is the student's final opportunity in the practice placement/clinical module. The UCD Personal Tutor /UCD nominee in their supportive role shall engage with the student at a convenient time soon after the mid interview/intermediate interview.
- If a student does not meet the required domains /performance criteria in the NCAD or principles/ assessment criteria in the MCAT in a repeat practice placement, the final meeting follows the same protocol as outlined in step 2.
- Presentation of NCAD/MCAT to the Personal Tutor is mandatory.
- A student being unsuccessful in this third 'final' repeat attempt, the student will be considered ineligible to continue in the nursing/midwifery programme.

- No subsequent attempt can be considered except with written agreement of Director of Nursing/Midwifery of the Allied Healthcare Providers and through application to the Taught Governing Board.

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

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

## Final Learning Plan

### Following unsuccessful Practice Assessment

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

<input type="checkbox"/> Stage 1 <input type="checkbox"/> Stage 2 <input type="checkbox"/> Stage 3 <input type="checkbox"/> Stage 4.5 (C&G) <input type="checkbox"/> Internship <input type="checkbox"/> HDNS	Student Name:
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### Part 1: Unsuccessful Practice Assessment Details

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

**Part 2: Learning Plan**

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

<i>Guidelines for students on the use of the Learning Plan</i>		
<b>Subsequent practice placement that is <u>not</u> the repeat practice Placement.</b>	Domains of competence are pertinent in all practice placements/assessments. Students should maximise the benefits of this learning plan to improve practice learning outcomes and therefore should discuss these learning needs with their next preceptor.	<input type="checkbox"/> <b>Discussed with student (Please tick)</b>
<b>Repeat practice placement</b>	This learning plan must be presented to the preceptor in the preliminary meeting of the repeat practice assessment so that support can be availed of.	<input type="checkbox"/> <b>Discussed with student (Please tick)</b>

<b>Learning Needs</b>	<b>Actions/Supports</b>	<b>Related Domains and Performance Indicators</b>

<b>Learning Needs</b>	<b>Actions/Supports</b>	<b>Related Domains and Performance Indicators</b>

<b>Learning Needs</b>	<b>Actions/Supports</b>	<b>Related Domains and Performance Indicators</b>

**Part 3: Follow up Plan**

<b>Repeat Clinical Placement Details</b>	
<b>Repeat Practice Placement Duration</b>	UCD Personal Tutor to inform the Practice Placement Allocations Office of the details of the repeat practice placement including the duration.
<b>Practice Assessment Documentation</b>	Student must contact the SNMHS Office for a new NCAD.
<b>Learning Plan reviewed on the preliminary meeting of the repeat placement</b>	
	<input type="checkbox"/> Preceptor <input type="checkbox"/> Student

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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	<b>Block Capitals</b>	<b>Signature</b>
<b>Student:</b>		
<b>Preceptor:</b>		
<b>UCD Personal Tutor:</b>		
<b>CPC:</b>		
<b>Date:</b>		



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

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

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

### Context

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

### Practice Placements

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

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

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

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

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

A student who is unsuccessful in a practice placement assessment and is seeking a further attempt beyond the number of attempts noted in the derogation framework

1. Formal request submitted by the student

The student, supported by their academic advisor/personal tutor, submits a formal request for an additional practice placement attempt to the relevant Programme Director

2. Case presented to the SNMHS Standing Committee by the Programme Director

Request is **unsupported** by the Standing Committee  
Student Informed; Exit options provided  
No further action required

3. Request **supported** by the SNMHS Standing Committee

The Associate Dean of Undergraduate (UG) Studies relays the request to the Associated Healthcare Partner (AHCP)

4. AHCP considers the request and arbitrates a final decision  
Associate Dean of UG Studies informed by the AHCP

Associate Dean of UG Studies notes the decision to the SNMHS Governing Board  
Student Informed (additional final attempt offered or exit options provided)



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

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

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

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

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

#### **Vaccinations Programmes**

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

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

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

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

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

- The students GP or other existing supports that the student already engages with. · UCD Health and Safety. Information available [here](#)
- The UCD Student Health Service. Information available [here](#)
- UCD Student Counselling Service. Information available [here](#)
- Associated Health Care Provider's Occupational Health Service.
- Associated Health Care Provider's Employee Assistance Programme.
- Emergency Services (999 or 112).
- Emergency Department or Rapid Injury Unit.

- Student Advisors. Information available [here](#)
- UCD Access and Lifelong Learning. Information available [here](#)
- UCD Equality, Diversity and Inclusion Dignity & Respect Support Service. Information available [here](#)
- UCD Students' Union Sabbatical Officers. Information available [here](#)
- UCD Student Mental Health and Wellbeing Policy. Information available [here](#)
- UCD Chaplaincy. Information available [here](#)

#### January 2023 Monitoring Oversight Group

- 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 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.

