

**BSc Nursing (General)  
Competency Assessment Document  
Short Placement (3 weeks or less)**

**Supernumerary**

Supernumerary Year 4 2023-24

**NMBI National Competence Assessment Document –SUPERNUMERARY  
Signature Bank**

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

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

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

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

**NMBI National Competence Assessment Document – YEAR FOUR  
Practice Placement Details**

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

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**NMBI National Competence Assessment Document – SUPERNUMERARY  
Self-Evaluation**

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

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

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

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

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

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

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**NMBI National Competence Assessment Document – SUPERNUMERARY  
Competence Assessment Interviews**

**PRACTICE PLACEMENT: PRELIMINARY INTERVIEW**  
**(Must be completed within the first 2 days)**

Name of Preceptor/Associate Preceptor/ Supervisor			
<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/ Supervisor:</b> Learning plan agreed with Preceptor/Associate Preceptor/ Supervisor for practice placement (in accordance with the practice placement learning outcomes)			
Orientation to placement and Practice placement learning outcomes		Date:	
Nursing student signature		Date:	
Preceptor/Associate Preceptor/ Supervisor signature		Date:	
Proposed date for final interview			

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

## NMBI National Competence Assessment Document – SUPERNUMERARY Competence Assessment Interviews (Reflection)

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

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

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

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

Description – What happened?

Feelings – What were you thinking and feeling?

Evaluation – What was good and bad about the experience?

Analysis – What sense can you make of the situation?

Conclusion – What else could you have done?

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

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



**BSc. Nursing Students**  
**Reflection Time Record Sheet**

During clinical placements each student is expected to complete **5 hours** of reflective time per week, to augment their learning. This can be spent outside the practice placement area. This is a record of how the student spent this time. Include an account of any of the following: Reflection/Self-Directed Study/Directed Learning/Problem Solving Activities

**Note: only one row to be used per week of placement to account for the 5 hours spent on reflective time per week.**

Date	Activity Theme/Reflection Topic	Student Signature	Total Hours

# NMBI National Competence Assessment Document – SUPERNUMERARY

## Competence Assessment Interviews

### PRACTICE PLACEMENT: PROGRESS NOTES

#### (Performing at Year 4 Level of Competence)

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

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

Signature		Date	
Signature		Date	
Signature		Date	
Signature		Date	

# NMBI National Competence Assessment Document – SUPERNUMERARY

## Six Domains of Competence

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

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

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

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

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

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

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

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**NMBI National Competence Assessment Document – SUPERNUMERARY: Six Domains of Competence**

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

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

**NMBI National Competence Assessment Document – SUPERNUMERARY  
Competence Assessment Interviews**

**PRACTICE PLACEMENT: FINAL INTERVIEW**

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

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

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

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

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

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

**NMBI National Competence Assessment Document – SUPERNUMERARY  
Competence Assessment Interviews**

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

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

## Additional Supportive Interview

**Student's view of his/her progress**

**Preceptor's concern about student's progress**

**Action Plan**

**Student signature**

**Date**

**Preceptor signature**

**Date**

**Review Date:**

**Review meeting; feedback.**

**Student signature**

**Date**

**Preceptor signature**

**Date**



**SUPPORTIVE LEARNING PLAN FOR PRACTICE PLACEMENT**

**Student Name:** \_\_\_\_\_ **Intake Year:** \_\_\_\_\_

**I.D Number:** \_\_\_\_\_

**Practice Placement Area:** \_\_\_\_\_

**Practice Placement Dates: From** \_\_\_\_\_ **To** \_\_\_\_\_

**Preceptor/Associate Preceptor Name & Grade:** \_\_\_\_\_

**Date** \_\_\_\_\_ **Time** \_\_\_\_\_

**List all persons present:**

\_\_\_\_\_

**Description of specific concern/s as described by Student and Preceptor**

(Link specific concerns with the Domains).

\_\_\_\_\_

**Agreed Goals**

(Suggested and recommended methods to facilitate achievement of Domains)

\_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Preceptor Signature:** \_\_\_\_\_

**Link Lecturer:** \_\_\_\_\_ **Clinical Placement Coordinator:** \_\_\_\_\_

**Clinical Nurse Manager:** \_\_\_\_\_ **Review Date Agreed:** \_\_\_\_\_

**Review Meeting; Evaluation of agreed goals**

**Meeting date**

Student Signature: \_\_\_\_\_ Preceptor Signature: \_\_\_\_\_

Link Lecturer: \_\_\_\_\_ Clinical Placement Coordinator: \_\_\_\_\_

Clinical Nurse Manager: \_\_\_\_\_

Review Date Agreed: \_\_\_\_\_ Date of Review Meeting: \_\_\_\_\_

**Evaluation of agreed goals in the event of an open SLP**

**Meeting date**

Student Signature: \_\_\_\_\_ Preceptor Signature: \_\_\_\_\_

Link Lecturer: \_\_\_\_\_ Clinical Placement Coordinator: \_\_\_\_\_

Clinical Nurse Manager: \_\_\_\_\_