## THIS PROTOCOL PERTAINS TO THE FOLLOWING EVENTS: WHEN AN INTERNSHIP STUDENT IS HAVING SIGNIFICANT

**DIFFICULTIES IN MEETING STANDARDS DURING A CLINICAL PLACEMENT**

**WHEN AN INTERNSHIP STUDENT IS UNSUCCESSFUL IN THEIR CLINICAL ASSESSMENT**

##### BHNUR001 BSc. Nursing (General) BHNUR001 BSc. Nursing (Psychiatry) BHNUR002 BSc. Midwifery

**BHNUR003 BSc Nursing (Children’s & General)**

The School of Nursing, Midwifery and Health Systems, and our clinical partners, are committed to supporting students as they progress through their internship clinical placements to prepare them to become registered nurses or midwives.

This protocol will be enacted when a student has significant difficulties in meeting standards during a clinical placement and outlines the events that should follow when a student fails to meet the required standards and competencies in the final assessment (DoCAT/MidCAT) on an internship placement. This protocol is implemented in the context of the programme derogation on progression which all students, preceptors, CPCs and personal tutors should be familiar with[1](#_bookmark0).

The following actions should occur to assist the student in meeting the required standards in any (DoCAT/MidCAT) assessment while on any individual internship placement. They are sub-divided into sections reflecting the series of events commencing at the intermediate meeting and follows a series up until the repeat and final opportunity for the student.

##### Step 1- Intermediate Meeting and ‘Intermediate Learning Plan’.

* If the student is having significant difficulties in achieving the DoCAT/MidCAT standards it is vital that these difficulties are identified as early as is possible in order to allow time for improvement within that clinical placement period.
* If significant difficulties in meeting standards are identified they should be formally addressed in the intermediate meeting where the preceptor will prepare a plan to support the student to address the competencies that require improvement during the remaining weeks of that placement.

1 All programme derogations are outlined at the end of this document**.** See ‘Programme Requirements forProgression’.

1. This protocol can be relevant for anyone who is involved in supporting students in their clinical practice i.e. CNMs, ALOs.

* An ‘intermediate learning plan’ is developed for 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 DoCAT/MidCAT.
* The CPC will support this student throughout the placement and focus on their learning needs. They will also contact and inform the personal tutor of the specific issues raised. The personal tutor/UCD nominee may meet with the student at this or any time. At the same time, the student is advised to contact their personal tutor themselves also for additional support.
* It is advisable that the preceptor document any further meetings/observations with this student in the period between the intermediate and final meeting. This can be documented briefly giving dates and a brief description of the support offered and this too should be documented at the end of the ‘intermediate learning plan’.

##### Step 2- Final Meeting.

* Subsequent to the final meeting, if the student has not met the required standards in the DoCAT/MidCAT for that placement, the preceptor will inform the CPC who will in turn inform the personal tutor bye-mail.
* The CPC can be present for the final meeting if requested by the student or preceptor.
* A record of the ways in which the student has not met the standards will be documented in detail by the preceptor in the final meeting outcome sheet in the DoCAT/MidCAT.
* Students can prepare for step 3. A copy of the ‘Final Learning Plan’ is included in the appendix of the DoCAT/MidCAT. 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’ after an ‘unsuccessful’ Clinical Placement[2](#_bookmark1).

* The student, CPC, personal tutor (or UCD nominee) and preceptor[3](#_bookmark2) will arrange to meet (if possible by the end of the placement but normally within one week[4](#_bookmark3) of the end of the placement).
* The purpose of this meeting is to discuss with the student their learning needs and draw up a ‘Final Learning Plan’ that will guide and support them in their subsequent clinical learning. (These documents are available from the UCD programme office).
* This ‘final Learning Plan’ will identify the student’s learning needs and guide them in areas that require further development during both their subsequent and repeat clinical placements.
* The duration of the repeat clinical placement will be of the same duration as the original clinical placement with a new DoCAT/MidCAT. The assessment will be the same level as the original DoCAT/MidCAT (see related programme derogation at the end of this document).
* During the final learning plan meeting the personal tutor should advise the student of the following important considerations which should be documented as actions in the final learning plan.
1. The ‘Final Learning Plan’ replaces the original ‘Action plan’. The wording was changed to reflect the emphasis on supporting the student’s clinical learning in both subsequent and repeat clinical placements.
2. In some cases the preceptor may not be available to be present. In which case, 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.

* + In the case of the ‘repeat’ clinical placement, it is mandatory that the student presents their ‘final learning plan’ to their new preceptor so that they can avail ofthe required support.
	+ The subsequent clinical placement is not always the ‘repeat clinical placement’. However, in order for the student to maximise the benefits of their learning plan and improve their clinical 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 clinical placement. The personal tutor should emphasise that the domains of competence are pertinent across all clinical 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 Learning Plan will be agreed and duplicated so that the Student, CPC & Personal tutor retain a copy.

##### Step 4 - DoCAT/MidCAT Presentation to the UCD Personal Tutor.

* The student presents this DoCAT/MidCAT to their personal tutor at the designated date for presentation of the clinical assessment documentation. The student then proceeds to SNM&HS Allocations Office to submit the details of subsequent clinical placement requirements.
* The ‘Fail grade’ is recorded at the next available examination board.
* The student is offered a repeat clinical placement, which will be the second and final opportunity to repeat the clinical module.
* The repeat clinical module will incur a repeat fee.

##### Step 5- Repeat (and final) Clinical Placement.

* The student is offered a second and final opportunity to repeat the clinical placement/module. A new DoCAT/MidCAT is provided[5](#_bookmark4) and normally a new clinical placement area[6](#_bookmark5). This clinical placement will be of the same duration as the original clinical placement. The assessment will be the same level as the original DoCAT/MidCAT (see related programme derogation at the end of this document).
* As early as is convenient on the repeat clinical placement, the student, CPC (or personal tutor)[7](#_bookmark6), and new preceptor will hold a preliminary meeting with the student. During this meeting the student must present the ‘Final Learning Plan’ to their new preceptor, outlining their documented learning needs and the areas in which the student requires additional support.
* The intermediate meeting initiates the same protocol as step 1 if the student is having significant difficulties.
* Given that this is the final opportunity for this student in this clinical placement/module, the personal tutor/UCD nominee in their supportive role shall meet the student at a convenient time soon after the intermediate meeting.

5 Students can contact the UCD SNMHS programme office to organise the collection of a new DoCAT/MidCAT

6 In the Midwifery and Children’s and General programme, students usually return to the

original clinical placement area for their repeat opportunity.

7 In an exceptional circumstance that a CPC cannot attend the preliminary meeting of a

clinical placement that is the internship student’s final opportunity, the personal tutor/UCD nominee will be informed of this and will attend.

* The final meeting follows the same protocol as outlined in step 2 if the student fails to attain their required standards.
* Presentation of this DocAT/MidCAT to the personal tutor is mandatory.
* In the event of the student being unsuccessful in this repeat attempt the student will be considered ineligible to continue in the nursing/midwifery programme. No subsequent attempt can be considered except through application to the programme board.