

PROFESSIONAL  
STANDARDS  
NURSING &  
MIDWIFERY

# National Quality Clinical Learning Environment Audit Tool (2020)



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

## Contents

# 01

**Clinical Placement Detail** 03

# 02

**Staff Profile** 05

# 03

**Description of the Clinical Placement** 07

# 04

**National Quality Clinical Learning Environment  
Audit Tool** 09

Standard 1 10

Standard 2 11

Standard 3 12

Standard 4 13

Standard 5 15

This document outlines the NMBI National Quality Clinical Learning Environment Audit Tool designed for use in all higher education institutions (HEIs) and associated healthcare providers (AHCPs) where pre-registration nursing and midwifery students are placed during their training. The HEIs and their AHCPs will determine the process for undertaking these audits. The audit tool should be used with the National Quality Clinical Learning Environment Audit Tool Professional Guidance Document.



01

Clinical  
Placement  
Detail

Name of the associated healthcare provider (AHCP)	
Name of the clinical placement	
Name of the higher education institution (HEI)	
Name of the clinical placement coordinator	
Name of the clinical nurse/midwife manager	
Name of the HEI link lecturer/personal tutor	
Date of the audit	
Audit completed by (name and title)	



02

**Staff Profile**

Staff (positions not names) who may be available to support student learning.

[illegible]



03

Description  
of the Clinical  
Placement



Please provide a brief description of the clinical placement and services offered. For example, numbers and types of client and the range of activities and learning opportunities.



04

**National Quality  
Clinical Learning  
Environment  
Audit Tool**

The audit tool is for use in all AHCPs where pre-registration nursing and midwifery students are placed during their training. It may be completed on paper or online/ electronically. The audit is undertaken collaboratively between the delegated persons in the HEIs and AHCPs.

### The five standards

1. Students are orientated into the clinical practice learning environment.
2. The HEI and its AHCPs demonstrate a commitment to evidence-based care founded on a value-driven approach.
3. The clinical practice learning environment supports student supervision.
4. The clinical practice learning environment provides appropriate assessment opportunities for students.
5. Students are supported to achieve their learning outcomes/objectives within the clinical practice learning environment.

## Standard 1

### Standard 1: Students are orientated into the clinical practice learning environment.

#### Criteria

- The clinical placement is managed and organised in a manner compatible with the provision of a quality clinical learning experience for students.
- The profile of each clinical practice learning environment is available to the student.
- Students are orientated into the clinical practice learning environment.

#	Indicators	Met
1	The clinical placement provides students with the opportunities to gain the required experiences to develop clinical competencies as set out in the NMBI's Standards and Requirements.	Y <input type="checkbox"/> N <input type="checkbox"/>
2	Before using new clinical placement sites, evidence of verification of a completed audit as endorsed by the HEI is notified to NMBI. Provide date of HEI verification: [DD/MM/YYYY]	Y <input type="checkbox"/> N <input type="checkbox"/> _____
3	On first attending the clinical placement, each student receives a formal orientation to the site.	Y <input type="checkbox"/> N <input type="checkbox"/>
4	Students receive a copy of the learning objectives/outcomes specific to the clinical placement which are discussed with the student on orientation and at subsequent interviews.	Y <input type="checkbox"/> N <input type="checkbox"/>

## Standard 2

**Standard 2: The HEI and its AHCPs demonstrate a commitment to evidence-based care founded on a value-driven approach.**

### Criteria

- Clinical placement experience is selected by the HEI in partnership with its AHCPs, supporting the curriculum programme aims, in accordance with EU directives and the NMBI's Standards and Requirements.
- Quality, safe, professional, person-centred care underpins practice within the clinical practice learning environment.
- The philosophy of nursing and midwifery held within the unit's/clinical department's/service users' areas is explicit.
- The model(s) of nursing and midwifery person-centredness utilises a systematic approach that frames the nursing or midwifery assessment, diagnosis, planning, implementation, and evaluation of care/service.

#	Indicators	Met
1	The signed and up-to-date memorandum of understanding (MoU) is available.	Y <input type="checkbox"/> N <input type="checkbox"/>
2	The MoU provides detail on the system of academic engagement with clinical sites used to support pre-registration practice-based learning.	Y <input type="checkbox"/> N <input type="checkbox"/>
3	There is evidence to demonstrate that there are registered trained preceptors to facilitate student supervision and support to achieve the learning outcomes/objectives of the programmes.	Y <input type="checkbox"/> N <input type="checkbox"/>
4	Students are given the opportunity to evaluate the clinical practice learning environment.	Y <input type="checkbox"/> N <input type="checkbox"/>
5	There is a system in place to monitor student attendance in each clinical placement.	Y <input type="checkbox"/> N <input type="checkbox"/>
6	There is a formal structure in place between HEIs and AHCPs to address mechanisms for and evidence of student support, supervision, and assessment while in practice settings.	Y <input type="checkbox"/> N <input type="checkbox"/>
7	The mission and philosophy of care are discussed with each student during each clinical placement.	Y <input type="checkbox"/> N <input type="checkbox"/>
8	A system of holistic care delivery in nursing and midwifery is evident in each clinical placement.	Y <input type="checkbox"/> N <input type="checkbox"/>
9	There is a formal structure in place between HEIs and AHCPs to address policies and complaints/concerns of staff and students and this is visible in the organisation.	Y <input type="checkbox"/> N <input type="checkbox"/>

*continued*

#	Indicators	Met
10	There is a formal structure in place between HEIs and AHCPs to ensure robust processes for managing undergraduate health problems.	Y <input type="checkbox"/> N <input type="checkbox"/>
11	Students are made aware of the importance of consent, privacy, dignity, confidentiality and the Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives (NMBI, 2014) within all clinical placements.	Y <input type="checkbox"/> N <input type="checkbox"/>
12	Each clinical placement complies with the required health and safety regulations.	Y <input type="checkbox"/> N <input type="checkbox"/>

### Standard 3

#### Standard 3: The clinical practice learning environment supports student supervision.

##### Criteria

- The clinical placement provides a supportive and facilitative clinical practice learning environment for students.
- Each staff member engages in facilitating student learning through supervision, teaching and, where applicable, assessing.
- Registered nurses (RNs)/registered midwives (RMs), preceptors, clinical placement coordinators (CPCs) and link lecturers (LL)/personal tutors are qualified and prepared to support student learning throughout their clinical placements.

#	Indicators	Met
1	Clearly written up-to-date learning outcomes/objectives, specific to the clinical placement areas and level of training, are available and accessible to ensure optimal clinical placement experience.	Y <input type="checkbox"/> N <input type="checkbox"/>
2	Preceptorship is in place to support students in all clinical placements.	Y <input type="checkbox"/> N <input type="checkbox"/>
3	Each student is assigned a preceptor and/or associate preceptor, who are RNs/RMs, at the commencement of the clinical placement.	Y <input type="checkbox"/> N <input type="checkbox"/>
4	The student has the opportunity to work alongside their preceptor or associate preceptor for the duration of the clinical placement or with an RN/RM in the absence of a preceptor.	Y <input type="checkbox"/> N <input type="checkbox"/>
5	Preceptors/RNs or RMs who support students have completed an NMBI-approved teaching and assessing course.	Y <input type="checkbox"/> N <input type="checkbox"/>

*continued*

#	Indicators	Met
6	The preceptor initial preparation is determined and supported by refresher courses and support in relation to student supervision and competency assessment.	Y <input type="checkbox"/> N <input type="checkbox"/>
7	The preceptor and student agree on written learning outcomes/objectives in each clinical placement.	Y <input type="checkbox"/> N <input type="checkbox"/>
8	Clinical-based learning is supported by adequate numbers of qualified and adequately prepared CPCs who are supervised by the nurse or midwife practice development coordinator.	Y <input type="checkbox"/> N <input type="checkbox"/>
9	A named link lecturer/personal tutor from the associated HEI is identified for all clinical placements for students.	Y <input type="checkbox"/> N <input type="checkbox"/>
10	CPC arrangements are in place to support students in all placements including specialist placements.	Y <input type="checkbox"/> N <input type="checkbox"/>
11	The supernumerary status of the nursing or midwifery student in years 1-3 and in pre-internship year 4 is explicit for preceptors and students.	Y <input type="checkbox"/> N <input type="checkbox"/>
12	Specified internship clinical placements provide an experience of the 24-hour cycle of care.	Y <input type="checkbox"/> N <input type="checkbox"/>

## Standard 4

**Standard 4: The clinical practice learning environment provides appropriate assessment opportunities for students.**

### Criteria

- There is evidence of effective working relationships between the HEI, director of nursing/director of midwifery and AHCPs to ensure that competency is achieved, and student assessment completed.
- The Nurse Practice Development or the Midwifery Practice Development and CPCs in AHCPs and link lecturers/personal tutors in HEIs work in partnership when reviewing the process of clinical assessment for students.

#	Indicators	Met
1	Clinical-based assessment of learning and attainment of competency is based on the competency assessment tool (National Competence Assessment Document) for the progressive achievement of proficiency developed by NMBI.	Y <input type="checkbox"/> N <input type="checkbox"/>
2	Relevant clinical staff are familiar with the competency assessment tool used.	Y <input type="checkbox"/> N <input type="checkbox"/>

*continued*

#	Indicators	Met
3	CPCs oversee the assessment process to ensure student learning.	Y <input type="checkbox"/> N <input type="checkbox"/>
4	Clinical nurse managers/clinical midwife managers work closely with preceptors to enable students to get a comprehensive and fair assessment.	Y <input type="checkbox"/> N <input type="checkbox"/>
5	Student assessments are conducted in a timely manner.	Y <input type="checkbox"/> N <input type="checkbox"/>
6	Evidence is available that the assessment process for students is structured to include preliminary, intermediate, and final interviews.	Y <input type="checkbox"/> N <input type="checkbox"/>
7	Students get feedback to identify strengths and areas needing further development.	Y <input type="checkbox"/> N <input type="checkbox"/>
8	Students and/or preceptors can access support during the assessment process if needed.	Y <input type="checkbox"/> N <input type="checkbox"/>
9	Preceptors are aware of the process that must be undertaken if a student is not performing to the required level of competency.	Y <input type="checkbox"/> N <input type="checkbox"/>
10	Action/learning plans are drawn up by preceptors, CPCs, and link lecturers/personal tutors if a student is not yet competent.	Y <input type="checkbox"/> N <input type="checkbox"/>
11	The student uses the competency assessment tool to demonstrate evidence of competencies to the preceptor and CPC.	Y <input type="checkbox"/> N <input type="checkbox"/>
12	Where learning opportunities occur under the supervision of other members of the multidisciplinary team, allied health, educational and social care professionals, such experiences are monitored by an RN/RM and the placement final assessment process allows for their involvement. Such opportunities support learning and should not replace nursing/midwifery supervision.	Y <input type="checkbox"/> N <input type="checkbox"/>

## Standard 5

**Standard 5: Students are supported to achieve their learning outcomes/objectives within the clinical practice learning environment.**

### Criteria

- Learning outcomes/opportunities and resources are available in each clinical placement to guide student and preceptor in identifying appropriate learning outcomes/objectives and opportunities.
- Opportunities are available for the student to undertake reflective time and share learning experiences.

#	Indicators	Met
1	Learning outcomes/objectives for each year are written, up to date, reviewed annually jointly by the preceptor and link lecturer/personal tutor and are appropriate to the clinical placement.	Y <input type="checkbox"/> N <input type="checkbox"/>
2	Teaching–learning opportunities are normally based on the student’s prescribed learning outcomes/objectives for each clinical placement.	Y <input type="checkbox"/> N <input type="checkbox"/>
3	Students engage in supervised clinical practice appropriate to the learning outcomes/objectives for clinical placement and the student’s year status.	Y <input type="checkbox"/> N <input type="checkbox"/>
4	A minimum reflective time of four hours per week is provided to students during supernumerary placements and the structures in place for its implementation during the internship are agreed collaboratively by the HEI and AHCP and are included in the MoU.	Y <input type="checkbox"/> N <input type="checkbox"/>
5	Students are supported and supervised by preceptors/associate preceptors/RNs/RMs during the final placement of 36 weeks’ internship to consolidate the completed theoretical learning and to support the achievement of the Domains of Competence/Principles of Competence on completion of the programme and registration.	Y <input type="checkbox"/> N <input type="checkbox"/>



**Any additional comments**

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