PROFESSIONAL STANDARDS

Practice Learning Environment Audit for Registration Programmes

October 2024

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

What is the NMBI Practice Learning Environment Audit for Registration Programmes?

This Practice Learning Environment Audit for Registration Programmes (PLEAR tool) is for use in practice placements where nursing and midwifery students are placed for practice learning on programmes leading to registration. It may be completed using a paper-based or electronic version. The audit should be undertaken collaboratively between the delegated persons in the approved Education Body (EB) and practice partners. Verification of a completed audit must be submitted to NMBI via the EB in the annual report.

Where a practice site is used by more than one education body and an audit has been completed, the second education body can include this PLEAR tool in their submission to NMBI. It is important to note that it is the responsibility of each EB to be satisfied with the governance and learning environments of each practice learning site associated with their programmes as outlined in their Memorandum of Understanding/Agreement.

New practice learning sites are audited for their suitability as a quality learning environment, which will support the achievement of the learning outcomes, in advance of students' commencing placements. Existing practice learning sites are subject to 5-year cyclical audits, or when significant changes occur, to ensure their continued suitability for students.

All students on an NMBI approved programme are supervised and supported to apply their learning in practice. Due consideration must be given to students that require reasonable accommodations in accordance with relevant equalities and human rights legislation. All registered nurses and midwives must support junior colleagues and contribute to practice learning in accordance with the *Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives*.

Who Can Complete the PLEAR Tool?

Programmes leading to registration support combined theory and practice curriculums. The audit should be completed by a minimum of one practice site representative with one representative from the approved Education Body.

Suggested practice site representative may include:

- Nurse/Midwife Practice Development Coordinator (NPDC/MPDC).
- Clinical Nurse/Midwife Manager (CNM/CMM).
- Clinical Placement Coordinator (CPC).
- Person In Charge (PIC)
- Student Allocations Liaison Officer (SALO).

Note: If there is a student on placement at the time of audit, they may be invited to participate in the audit process.

Suggested Education Body representative may include:

- Academic Staff
  - Clinical Skills Facilitator
- Personal Tutors
  - Registered Nurse Tutors/Registered Midwife Tutors
  - Allocations Officer HEI (AO)

NMBI PLEAR Tool

Approved education body (EB) completing the PLEAR tool		
Practice partner name or organisation details		
Practice site location		
Name of the practice placement manager		
Maximum number of pre-registration students that can be effectively supported to learn on this learning site	Supernumerary	Internship
Practice site representative completing the PLEAR tool	Name:	
	Role:	
	Date:	
Education body representative completing the PLEAR tool	Name:	
	Role:	
	Date:	
Reason for current audit	New practice learning site	
	Routine 5-year review	
	Changes to practice learning profile	
Date of previous audit completed (if applicable)		

Approved education body name	
*There is a signed Memorandum of Understanding (MOU) between the education body and the practice site provider	
Date	

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Date	

Practice Learning

Standards (NMBI 2023)

Practice learning experience is selected by the approved Education Body in partnership with its practice partners to support the curriculum aims in accordance with EU Directives and NMBI standards and requirements. The preceptors and assessors of nursing and midwifery students' practice-based learning are appropriately qualified and adequately prepared for and supported in the role of student supervision. They must oversee the learning opportunities leading towards the assessment of competence in nursing and midwifery practice. The Clinical Placement Coordinators, where appropriate, also support the role of guidance, facilitation, and monitoring of practice-based learning among undergraduate nursing and midwifery students.

Reference: NMBI, 2023 *Nurse Registration Programmes Standards and Requirements* (Fifth Edition).

NMBI, 2016 *Midwife Registration Programme Standards and Requirements* (Fourth Edition).

Please provide a brief description of the practice placement and the learning opportunities available for students.

Service profile

Learning opportunities

#	Indicators	Met
1	A student-centred approach to learning within this practice learning environment is evident.	Yes ☐ No ☐
Evidence:		
2	Learning outcomes are available and are specific to the practice learning environment and developed collaboratively by clinical and academic staff*. Learning outcomes are aligned to the programme stage.	Yes ☐ No ☐
Evidence:		
3	Evidence-based policies, procedures and guidelines are available to support students in care delivery including relevant NMBI professional guidance documents.	Yes ☐ No ☐
Evidence:		
4	Each student is allocated a named preceptor and associate preceptor (if required) while in the practice site. The preceptors are trained to supervise and assess the student for at least two-thirds of their time on placement to facilitate achievement of competence as outlined in the Competency Assessment Document (NCAD).	Yes ☐ No ☐
Evidence:		

* For support in writing learning outcomes please refer to A Guide to Writing Learning Outcomes for Practice Placements

#	Indicators	Met
5	Assessment of the achievement of learning outcomes and competency development is undertaken in a fair and timely manner in accordance with the NCAD.	Yes ☐ No ☐
Evidence:		
6	Preceptors and associate preceptors are aware of the importance of providing constructive feedback to students and the process that must be undertaken if a student is not achieving the required level of competence.	Yes ☐ No ☐
Evidence:		
7	The supernumerary status of the student in years 1-4 (excluding Internship) is explicit for preceptors and students.	Yes ☐ No ☐
Evidence:		
8	Students have a minimum of 4 hours protected time for reflection each week throughout the undergraduate programme.	Yes ☐ No ☐
Evidence:		

#	Indicators	Met
9	Learning supports including reasonable accommodations are available to students who need them.	Yes ☐ No ☐
Evidence:		
10	There is a procedure in place for students to raise concerns about perceived safety of a practice site and follow up with relevant clinical partners.	Yes ☐ No ☐
Evidence:		
11	There is a process in place for students to evaluate and provide feedback on their practice learning.	Yes ☐ No ☐
Evidence:		
12	**If applicable** - Where a student is being supervised by health and social care professionals, the setting and achievement of learning outcomes is monitored by a registered nurse or midwife.	Yes ☐ No ☐
Evidence:		

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