

COMPETENCY FRAMEWORK

Adapted from Steinaker and Bell (1979)

Academic Level	Competency Statement	Level of Student Performance Expected	Student role	Mentor role
Year 1 4	The student has been exposed to the experience/activity	The student observes others undertaking the activity, can accurately describe it and is a helper	Has observed or been oriented to the experience/activity	Facilitates exposure to the experience/activity and observes student's performance
	The student can undertake the activity	The student demonstrates an acceptable performance under direct supervision and is a knowledgeable observer	Has participated and assisted in the activity/experience	Supports the student in participation and observes student's performance
Minimum threshold achieved by end of Year 1				
Year 2 5	The student can undertake the activity and explain how the outcome relates to nursing practice	The student carries out the activity as instructed, showing understanding of the rationale behind it. The student is beginning to function more independently and is beginning to formulate principles to guide practice. The student is beginning to adapt and apply nursing skills	Can undertake the activity with supervision explaining the rationale	Supervises the student whilst undertaking the activity/experience
Minimum threshold achieved by end of Year 2				
Year 3 6	The student uses previous experience and applies this knowledge to new settings and is beginning to influence others	The student competently and consistently applies and adapts the skills, knowledge and attitudes acquired to new situations. The student is capable of working as an effective member of the team in an organised and efficient way and is beginning to act as a role model to others. The student is developing teaching skills	Can do this independently in a safe and competent manner	Assesses the student's ability to work independently in a safe and competent manner
Minimum threshold for professional registration				

