



NCAS Performance Report

NCAS ID	00XXXXX
Name	LPN, Sample Report
Nursing Role	Licensed Practical Nurse
Date of Referral	Thursday, January 19, 2017

The results presented in this report are based on your performance in the Computer Based Assessment, the Simulation Lab Assessment and the Oral Assessment.

These results are based on objective observations. In other words, NCAS reports only on the data it gathered through the assessments you completed for us. Your performance on this set of assessments may be reasonably generalized, or comparable, to how you would perform on similar tasks in the course of practice here in BC. This report assesses your performance in competency areas that the relevant nursing regulator or health care assistant registry has deemed essential at entry to practice, **and** that can be measured in a competency assessment (not all competencies can be measured by NCAS).

The report blends the results of the CBA, SLA and OA to determine the extent to which you have demonstrated these required and measurable competencies. It is important to note that NCAS assessments do not offer a passing or failing grade. Rather, the assessments identify where you have demonstrated competencies, and where we have observed gaps in competencies. The relevant regulator or registry considers these results along with other evidence you have submitted about your education and professional experience so they can make a decision about registration, and/or direct your learning.

HOW TO READ THE REPORT

This report has two sections.

The first section offers an at-a-glance visual summary of your results on each of the overarching categories that make up the NCAS Competency Framework. Each category contains numerous competencies. The NCAS Competency Framework was developed by the three nursing regulators and the health care assistant registry in BC.

Note: While the overarching framework is shared, each nursing profession has its own set of specific competencies. The framework and the specific entry-level competencies, by profession, can be viewed on the NCAS website at www.ncasbc.ca.

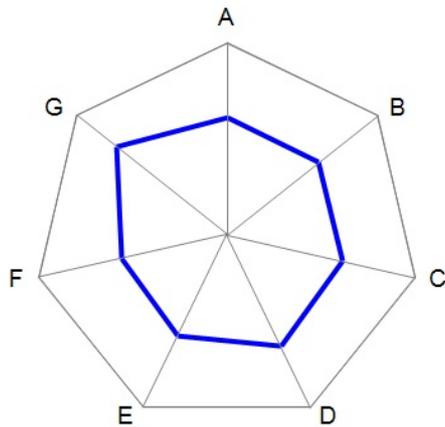
The second section in this report offers a more detailed look at your performance. As stated, each category in the NCAS Competency Framework noted above is made up of many specific competencies. Many of these competencies are closely related, so NCAS clusters these competencies into themes like Critical Thinking or Therapeutic Communication. These more specific themes are the focus of section two of this report. These themes can be relevant or present in more than one of the categories that make up the NCAS Competency Framework. The theme of Therapeutic Communication, for instance, is important to several categories in the framework. To better understand how the competency themes in each box are organized into the NCAS Competency Framework visit www.ncasbc.ca.

Neither section offers a complete picture of your competency results. They must be read together.

PLEASE NOTE: NCAS does not make registration decisions, and does not advise applicants or regulatory organizations about remedial education or upgrading. Those decisions lie strictly with the regulator and registry.

Section One: NCAS Competency Framework Summary

The graph below offers a high-level snapshot of your performance in each of the broad competency categories in the framework. It does NOT identify specific competency gaps because each category, as noted above, is made up of multiple competencies and competency themes. The closer the bold, interior line to the perimeter of the graph, the more your competence approaches expected entry-level practice in BC. The closer the interior line to the centre of the graph, the further away your competence is from expected entry-level performance in BC.



Legend	
A	Accountability, Responsibility and Ethical Behaviour
B	Collaborative Practice
C	Knowledge Based Practice: Assessment
D	Knowledge Based Practice: Evaluation
E	Knowledge Based Practice: Planning
F	Knowledge Based Practice: Providing Care
G	Therapeutic Relationship

Section Two: Detailed Competency Assessment

This section offers a more detailed look at your results.

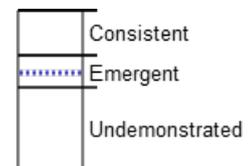
Each box below assesses the extent to which you demonstrated a specific set of skills and behaviours as they relate to a competency theme, that is, to a group of particular, closely-related competencies. For instance, it evaluates how you demonstrated skills and behaviours that reflect your competencies in the area of Patient Communication.

Three results are possible for each competency theme we evaluate:

- **Consistently Demonstrated:** You consistently demonstrated the expected ability, set of skills or behaviours related to this competency theme.
- **Emergent:** You demonstrated emerging but inconsistent mastery of, or proficiency with, an ability, set of skills or behaviours related to this competency theme.
- **Undemonstrated:** You did not sufficiently demonstrate mastery or proficiency of an ability, set of skills or behaviours related to this competency theme.

Each box also contains a small diagram. Each bar contains a dotted blue line that shows you how you performed relative to each of the three categories above (Consistently Demonstrated, Emergent and Undemonstrated).

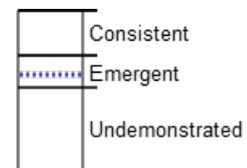
EXAMPLE: *In this example, the diagram shows that that the applicant performance is in the middle of the "emergent" category.*



Clinical Decision Making/ Critical Inquiry - A continuous and systematic framework to gather or collect information, interpret or make decisions, and implement and evaluate service provided to client. Used to identify and prioritize risks and problems, clarify and challenge assumptions.

Emergent

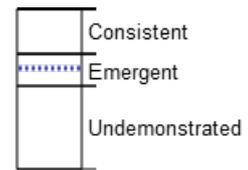
Able to recognize and define problem from data collected, but struggles to define possible options and make an informed decision. Unable to anticipate the next step in care, and/or nursing interventions. Requires assistance in making decisions within their independent scope of practice.



Collaboration [includes client, family, and the healthcare team] - A shared communication and decision-making process with the expressed goal of working together toward identified client outcomes while respecting the unique scope, qualities, and abilities of each member of the group or team.

Emergent

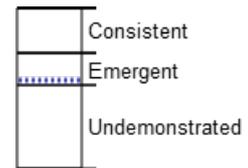
Inconsistently engages client, family and healthcare team in planning and providing care. May engage others in the collection of information but inconsistently incorporates into plan of care.



Documentation - Any information generated that describes a client's status, care and services provided to that client. Documentation serves three purposes: 1) facilitates communication; 2) promotes safe and appropriate nursing care; and 3) meets professional and legal standards.

Emergent

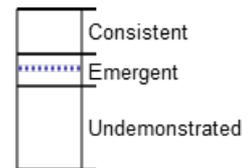
Recording and reporting of information is done, but assessment data, action taken and/or evaluation is missing, incomplete, unclear and/or lengthy. Inconsistently documents priority nursing concerns or interventions.



Ethical and Legal Responsibility - Nurses have a legal and ethical obligation to provide safe, compassionate, competent and ethical care. Responsibilities central to ethical nursing practice include promoting health and well-being, promoting and respecting informed decision making, preserving dignity; maintaining privacy and confidentiality, promoting justice and being accountable.

Emergent

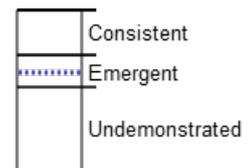
Inconsistently incorporates legal and ethical responsibilities within the LPN scope of practice. When challenged with an issue, will not take the initiative to resolve or seek resolution.



Practice (Nursing Process) - A systematic approach to collecting subjective and objective information that includes an assessment, formulation and prioritization of nursing diagnoses, planning of interventions and desired outcomes, and evaluating the efficiency of nursing interventions. This process is continuous as the client outcomes evolve, and new or different information is presented.

Emergent

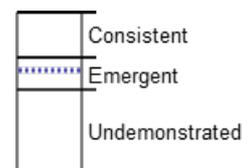
Inconsistent use of nursing process and/or does not have a systematic approach of integrating information into the nursing process of planning and managing care, which includes assessment, diagnosis, planning, implementation, and evaluation. Partially collects subjective and objective information. Plan of care is disorganized.



Professional behaviour - Demonstrates professionalism and accountability, including attention to demeanor, respect for self and others, and attention to professional boundaries with patients, families and healthcare team.

Emergent

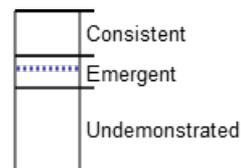
Inconsistently recognizes, respects and promotes the client's right to be informed and make informed choices. Does not always function within own level of competence. Does not consistently take accountability and responsibility for own actions.



Teaching and Learning - An interactive process of teaching and learning in clinical practice. This includes the assessment of the client's learning needs, preferred learning style, and barriers to learning; the implementation of teaching strategies that incorporate evidence-based information, and addressing identified knowledge gaps. Client education is not complete until the outcomes of the teaching/learning process are evaluated.

Emergent

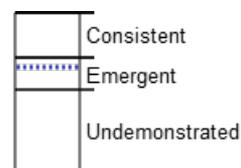
Provides client education based on previously identified care plan. Assesses and recognizes gaps in knowledge, but does not respond with relevant information. Engages in patient teaching, but does not assess client's barriers to learning. Does not have systematic approach for teaching and learning.



Therapeutic Communication - An interaction between a health care professional and others (client, family, or healthcare professionals) that aims to enhance the client's comfort, safety, trust or health and well-being. Communication is interpersonal, effective, and relevant to the context/situation, and includes an ability to monitor oneself, engage in seeking all perspectives and respond as appropriate, use a variety of communication skills, and adapt communication approach as needed.

Emergent

Inconsistently engages in communication between health care professional(s) and others (client, family, or healthcare professionals) and is unable to establish rapport, and gather information to support and enhance the client's care and plan of care. Inconsistently responds to non-verbal cues by moderating communication approach (tone, pace, volume, clarity) and primarily focuses on factual content. Inconsistently adapts communication skills (paraphrasing, summarising, active listening) and identify individual differences, preferences, capabilities.



What to do next

Your report has been sent to the regulator(s), registry or employer you designated. They will look at this report, along with all the other documents, data and material you have submitted, to advise you on the next steps in your registration or evaluation process, including on whether or not further education is required to address any competency gaps this report has noted. Please contact the regulatory organization directly to determine the status of its decision.

Finally, as you may know, NCAS is a new assessment service. We are interested in any feedback you can offer to help us improve our service. Please complete this survey: <https://www.surveymonkey.com/r/88GB9DZ>

Your survey responses will be anonymous, and will have no impact on your assessment results. Thank you!

The Team at NCAS