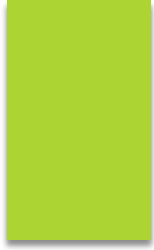


Pre-Registration Nursing  
programmes  
Skills and Procedures  
(Annexes A & B)

# MS Teams Meeting Tools and Etiquette



1. **Participants** list
2. Open/close **chat** comments
3. Emoticons, including **raise your hand**
4. Access more **in-meeting options**
5. Turn **camera** on/off
6. **Mute and unmute** your audio
7. **Share** your screen
8. **Leave** the meeting



**Set microphones to mute** when not speaking. **Cameras on** where possible.

**Use hand icon** to indicate you would like to speak

Use the **chat box** to add questions or thoughts

**Smile and nod** to let the facilitators and your peers know you are listening.

# Aim of session

To increase awareness of the theory student nurses learn at university and highlight some of the skills and procedures they must demonstrate in order to enter the register

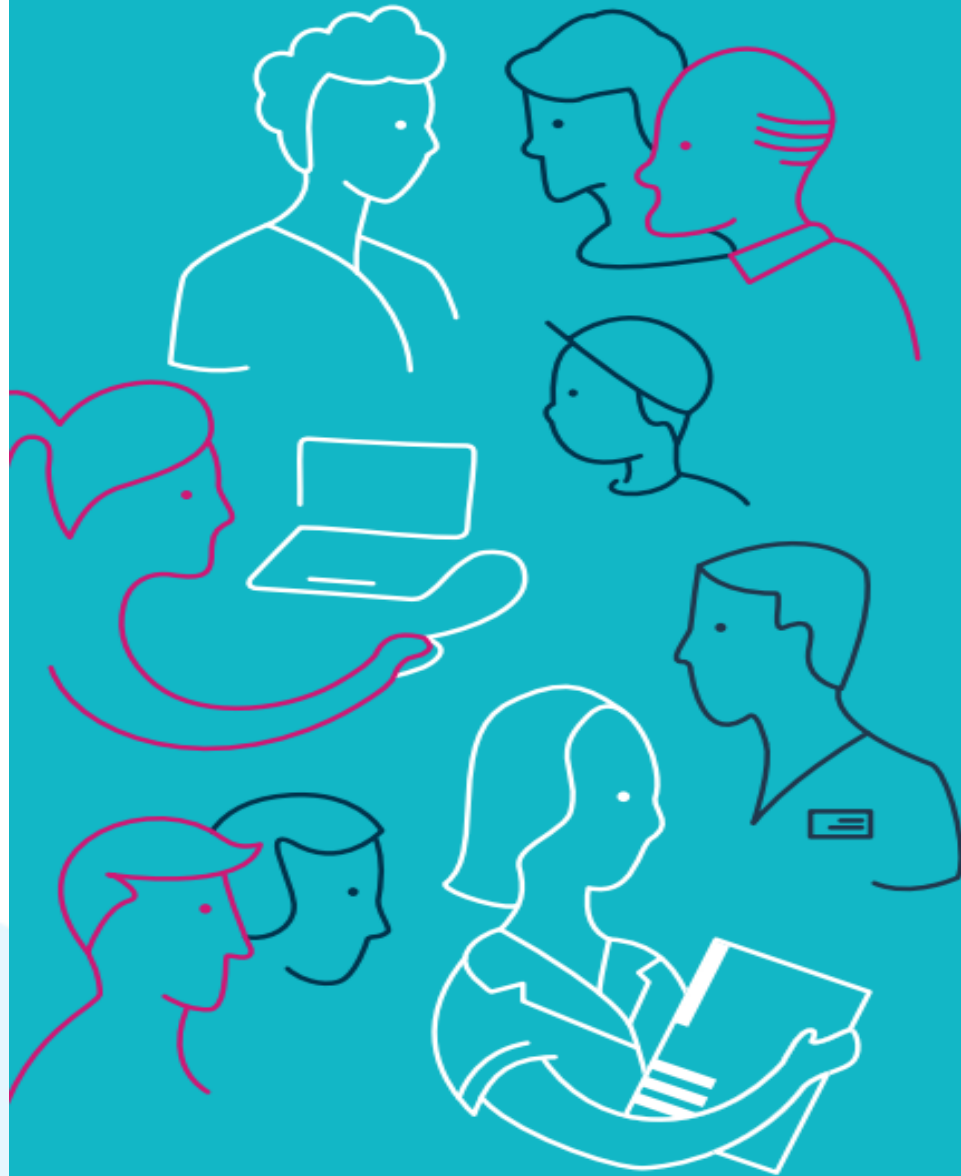
# Learning outcomes

- Explain why universities supporting student nurse training have updated their course content
- Identify NHSGGC's partner universities
- Outline skills and procedures theory student nurses learn when at university
- Outline the governance for student nurses practicing specific procedures in the practice learning environment
- Review what resources are available to support PS/PAs in helping student nurses achieve skills/procedures

# Future nurse: Standards of proficiency for registered nurses

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Published 17 May 2018





## > Standards framework for nursing and midwifery education

Part 1 of Realising professionalism: Standards for education and training



## > Standards for student supervision and assessment

Part 2 of Realising professionalism: Standards for education and training



## > Standards for pre-registration nursing programmes

Part 3 of Realising professionalism: Standards for education and training

# Pre-reg nursing programmes that NHSGGC support

## **Open University**

- adult
- child
- mental health
- learning disability

## **Glasgow Caledonian University**

- adult
- child
- mental health
- learning disability

## **University of Glasgow**

- adult

## **University of the West of Scotland**

- adult
- mental health

# Pre-registration programmes

What are students learning when in university?





## Part One (16 months- 3PLEs)

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Vital Signs Recording</li> <li>• Neurological observations</li> <li>• Handwashing (SIPCEP Foundation level)</li> <li>• Infection prevention and management</li> <li>• Personal Care</li> <li>• Hygiene, skin integrity and wound care</li> <li>• Aseptic technique</li> <li>• Communication skills</li> <li>• Person centred/family centred care</li> <li>• Assessment skills and care planning</li> <li>• EWS and Chart documentation</li> <li>• Sepsis</li> <li>• Numeracy</li> <li>• Acute and emergency care (BLS - mandatory training)</li> <li>• Manual Handling (mandatory training)</li> <li>• Prevention &amp; Management of Violence &amp; Aggression (Mandatory training)</li> </ul> | <ul style="list-style-type: none"> <li>• Bowel and Bladder Health (urinalysis, catheterisation)</li> <li>• Mobility</li> <li>• Nutrition and Hydration including assessment and fluid balance management.</li> <li>• Medicines management</li> <li>• Numeracy</li> <li>• Blood Glucose Monitoring</li> <li>• Developing professionalism</li> <li>• Emergency management of seizures</li> </ul> |
|--|--|

## Part Two (16 months- 3PLEs)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Safeguarding across life course</li> <li>• Medicine optimisation and concordance</li> <li>• Intro to pharmacology</li> <li>• Numeracy (numeracy assessment)</li> <li>• Administer medication vascular access devices and enteral equipment</li> <li>• IV fluid administration and intro to IV drug administration</li> <li>• Enteral feeding</li> <li>• Pain Assessment &amp; Management</li> <li>• Blood Transfusion (TURAS module)</li> <li>• Patient safety</li> <li>• Communication skills</li> <li>• Mandatory training updates as necessary (Manual handling, BLS, PMVA)</li> <li>• Epilepsy and management of seizures</li> </ul> | <ul style="list-style-type: none"> <li>• Respiratory assessment</li> <li>• Pre and post op care</li> <li>• Dementia</li> <li>• Developing as a leader</li> </ul> |
|---|--|

## Part Three (16 months- 3PLEs)

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Management of deteriorating patient</li> <li>• Physical assessment</li> <li>• ABCDE Assessment</li> <li>• Venepuncture &amp; Cannulation</li> <li>• Medicine management including IV medication administration</li> <li>• Pharmacology</li> <li>• Central venous access devices</li> <li>• Blood Transfusion (theory and TURAS module)</li> </ul> | <ul style="list-style-type: none"> <li>• Numeracy (numeracy assessment 100%)</li> <li>• Communication skills</li> <li>• Safeguarding across lifecourse with emphasis on roles and responsibilities as registrant</li> <li>• Mandatory training updates as necessary (Manual handling, BLS, PMVA)</li> <li>• Mental Health assessment including prevention of suicide</li> <li>• Leadership and management</li> </ul> |
|--|--|

## Notes

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• OU students are employed in HCSW roles and as part of their employment complete mandatory training as outlined in National PAD. This is completed pre-programme and verified by employer at each Part of the programme.</li> <li>• The OU uses clinical skills.net and in Part 2 students undertake an Open learn free course :Everyday maths</li> </ul> | <ul style="list-style-type: none"> <li>• OU students may have completed NHS board training and development in venepuncture and cannulation and may be able to continue practising these skills in the nursing programme as per local policy</li> </ul> |
|---|--|

# Skills and Procedures (Annex A + B)

The annexes are presented in two sections and provide a description of what registered nurses must be able to demonstrate they can do at the point of registration in order to provide safe nursing care and meet the proficiency outcomes.

**Annexe A** specifies the communication and relationship management skills required

**Annexe B** specifies the nursing procedures that registered nurses must demonstrate that they are able to perform safely

**Communication and relationship management skills (NMC, 2018c)**

1. At the point of registration, the registered nurse will be able to safely demonstrate underpinning communication skills for assessing, planning, providing and managing best practice, evidence based nursing care:

Section	Skill	Demonstrated safely in practice whilst acknowledging own limitations <i>Please date and sign</i>	Demonstrated safely through simulation whilst acknowledging own limitations <i>Please date and sign</i>
1.1	Actively listens, recognises and responds to verbal and non-verbal cues		
1.2	Uses prompts and positive verbal and non-verbal reinforcement		
1.3	Uses appropriate non-verbal communication including touch, eye contact and personal space		
1.4	Makes appropriate use of open and closed questioning		
1.5	Uses caring conversation techniques		
1.6	Checks understanding and uses clarification techniques		
1.7	Demonstrates awareness of own unconscious bias in communication encounters		
1.8	Writes accurate, clear, legible records and documentation		
1.9	Confidently and clearly presents and shares verbal and written reports with individuals and groups		
1.10	Analyses and clearly records and shares digital information and data		
1.11	Provides clear verbal, digital or written information and instructions when delegating or handing over responsibility for care		

Skills and procedures to take note of



## **Annexe A section 3: NES** **Therapeutic intervention resource**

This resource has been developed to assist Practice Supervisors and Practice Assessors in supporting students to achieve *Annexe A: Communication and relationship management skills* through scenario working and reflection.

*Available from the PEF/CHEF team*



**Communication and relationship management  
skills examples from practice**

**Annexe A**

**<https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/>**

**A resource for practice supervisors and practice  
assessors**



**Guide for staff regarding the supervision and assessment of new skills and procedures for student nurses, undertaking pre-registration 2020 programmes**

## Skills Statement

This resource should assist staff supporting students in practice and in the university.

It details when and how students will be provided with the theoretical underpinning to certain procedures, and when they are able to undertake the skill in practice and/or simulation.

*Available from local PEF/CHEF*

## Annexe B

### **2.4 Manage and monitor blood component transfusions**

Students will require to undertake mandatory TURAS modules at the beginning of Year 2/ Part 2 of their programme

NHS GGC have still to update the policy to clarify what roles student nurses can undertake with regards to blood transfusion

## Annexe B

### **2.10: measure and interpret blood glucose levels**

Students attend a training session hosted by Abbott.

When next on placement, they **must** show evidence to their PS/PA.

A competence check should be arranged, and the Freestyle Precision Pro Blood Glucose Meter Operator Training Checklist should be completed and sent to Biochemistry

Biochemistry will issue a hard copy, unique barcode to the student.



# Annexe B

## 6.2 Catheterisation

Students from all fields may participate in the insertion, management and removal of urinary catheters, for all genders, where appropriate. This must be under the direct supervision of a registered healthcare professional, who is competent in this skill. The NHSGGC adult clinical guideline has been amended to allow this.

In relation to catheterisation via male genitalia only, students may only participate in this skill once they have completed the theory in university.

## Annexe B

### **10.5 Understand and apply Verification of Expected Death (VoED)**

In 2020, Scotland replaced VoED with *Confirmation of Death (CoD)*.

So, what does this mean?

# Annexe B

## 2.2 Venepuncture

In Year 2/Part 2 students from all fields will complete the WoS venepuncture and cannulation theory package.

In Year 3/Part 3 students from **all** fields will:

Undertake simulated practice within the University

Academic staff will sign the 'demonstrated through simulation' column in the student's PAD

In Year 3 / Part 3 students from Adult, Mental Health and Learning Disability fields may undertake venepuncture under the supervision of a registered healthcare practitioner, who is competent in these skills.

If sufficient clinical opportunities are available, students may complete the West of Scotland venepuncture competency document.

# Annexe B

## 2.2 Cannulation

In Year 2/Part 2 students from all fields will complete the WoS venepuncture and cannulation theory package.

In Year 3/Part 3 students from **all** fields will:

Undertake simulated practice within the University

Academic staff will sign the 'demonstrated through simulation' column in the student's  
PAD

In Year 3 / Part 3 students from **Adult field only** may undertake cannulation under the supervision of a registered healthcare practitioner, who is competent in these skills.

If sufficient clinical opportunities are available, students may complete the West of Scotland cannulation competency document.

## Annexe B

### **11.9 Administer and monitor medications using vascular access devices and enteral equipment**

Year 2 students from all fields will complete the West of Scotland intravenous medicines training package in the second half of the academic year

They must also obtain a 100% pass rate in a calculation test

Year 3 students from all fields will undertake simulated practice within the university and academic staff will sign the 'demonstrated through simulation' column in the student's PAD

## Annexe B

### 11.9 Administer and monitor medications using vascular access devices and enteral equipment

In Year 3 / Part 3 students from **Adult and Child field** may undertake administration of intravenous medications **via the peripheral route** under the supervision of a registered healthcare practitioner, who is competent in these skills

If sufficient clinical opportunities are available, students may complete the West of Scotland Intravenous medicine's administration competency booklet.

# An Additional Learning Resource



# Pharmacology Learning Resources Toolkit



Created by NHS Education for Scotland

This toolkit provides various learning activities to support knowledge and skill development in relation to pharmacology within clinical practice learning environments.

*Available from local PEF/CHEF and on website*



## **Activity**

Think about how you currently support learners with pharmacologic teaching and learning within your learning environment:

- How do you currently support students develop practice-based pharmacology knowledge?
- What resources do you already use?

**Insert your thoughts here**

There are learning activities for students to work through on topics such as:

- Commonly used medication in current clinical area
- Capacity and consent
- Covert medications
- Drug calculations
- Professional issues in relation to drug administration

### Learning activity

#### Scenario:

Albert is a 78 year old man with a diagnosis of dementia, type 2 diabetes mellitus and chronic obstructive pulmonary disease. He is admitted to hospital with worsening blood sugar levels and a new delirium. The medical team suggest commencing sub-cutaneous insulin to help control his blood sugars, but Albert refuses to have the injections. His son informs the doctor that he has power of attorney and wants his father to have the insulin as he believes this will benefit him and improve his quality of life.

Reflect and discuss with your practice Supervisor/Practice Assessor:

- What do you think consent is and the different forms it can be given?
- How would consent be given?
- When is consent not needed?
- Who is able to give consent?
- The use of Power of Attorney and Adults with Incapacity

(Platforms 1.1, 1.2, 1.12, 1.16, 2.6,2.8, 2.9, 2.10, 3.3 3.6, 9.8, 3.14, 4.5, 4.15, 4.16, 4.17 / Skills Procedures 1.1, 11.1 11.2, 11.6)

For further information on consent please access these links that explore the topic discussed further:

# Any questions?

Skills and Procedures Evaluation Form