The NMC Future Nurse /Midwife :
Pre-Registration Nursing programme Skills and Procedures (Annexes A & B)

Sept 2024

Aim of session

To provide an opportunity to review the Nursing & Midwifery Council, Future Nurse /Midwife Annex A & B skills and procedures.

Learning outcomes

- Gain an understanding of when the theory is delivered within the HEI pre reg programme

- Outline some specific skills and procedures

- Explore methods of assessment in practice and linking them to the NMC Platforms and Proficiencies

- Review what resources are available to support PS/PAs in helping student nurses/midwives to achieve the   skills/procedures

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Standards of
proficiency
for midwives

Originally published: **18 November 2019**

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Standards of
proficiency for
registered nurses

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Standards for education and training

Part 2:
**Standards for
student supervision
and assessment**

Original publication **17 May 2018**
Newly published **25 April 2023**

Skills and Procedures (Annex A + B)

The annexes are presented in two sections and provide a description of what all registered nurses and midwives must be able to safely demonstrate at the point of registration the proficiency outcomes.

 Annexe A specifies the communication and relationship management skills required

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

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 *Please date and sign*	Demonstrated safely through simulation whilst acknowledging own limitations *Please date and sign*
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		

Annexe A :Communication and Relationship Management skills

Skills Examples:

Positive Behaviour Support Approaches

Play Therapy

Solution Focused therapies

Communication and relationship management skills
Examples from practice

Annex A

A resource for practice supervisors and practice assessors

Future nurse:
Standards of
proficiency for
registered nurses

NHS GGC Policy Review
Annexe B

Venepuncture and Cannulation
Manage and monitor blood component transfusions
Measure and interpret blood glucose levels
Catheterisation
Administer and monitor medications using vascular access devices and enteral equipment

GGC Practice Education - Skills Statement 2024-04-23.pdf - All Documents (sharepoint.com)

Skills Statement

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

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.

Methods of assessment

- Observation
- Questioning/Discussion
- Reflection
- Testominals
- Simulation

Linking Skills and Procedures to Platforms and Proficiencies

Prescribing Ready

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

[Pharmacology teaching resources toolkit Final V8 (2).docx (sharepoint.com)](Pharmacology teaching resources toolkit Final V8 (2).docx)

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

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

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)

Any questions?

[Skills and Procedures Evaluation Form](#)