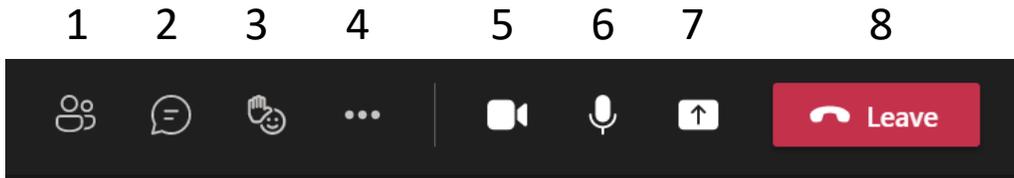


Pre-Registration programme & skills and procedures (Annex A + B)

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

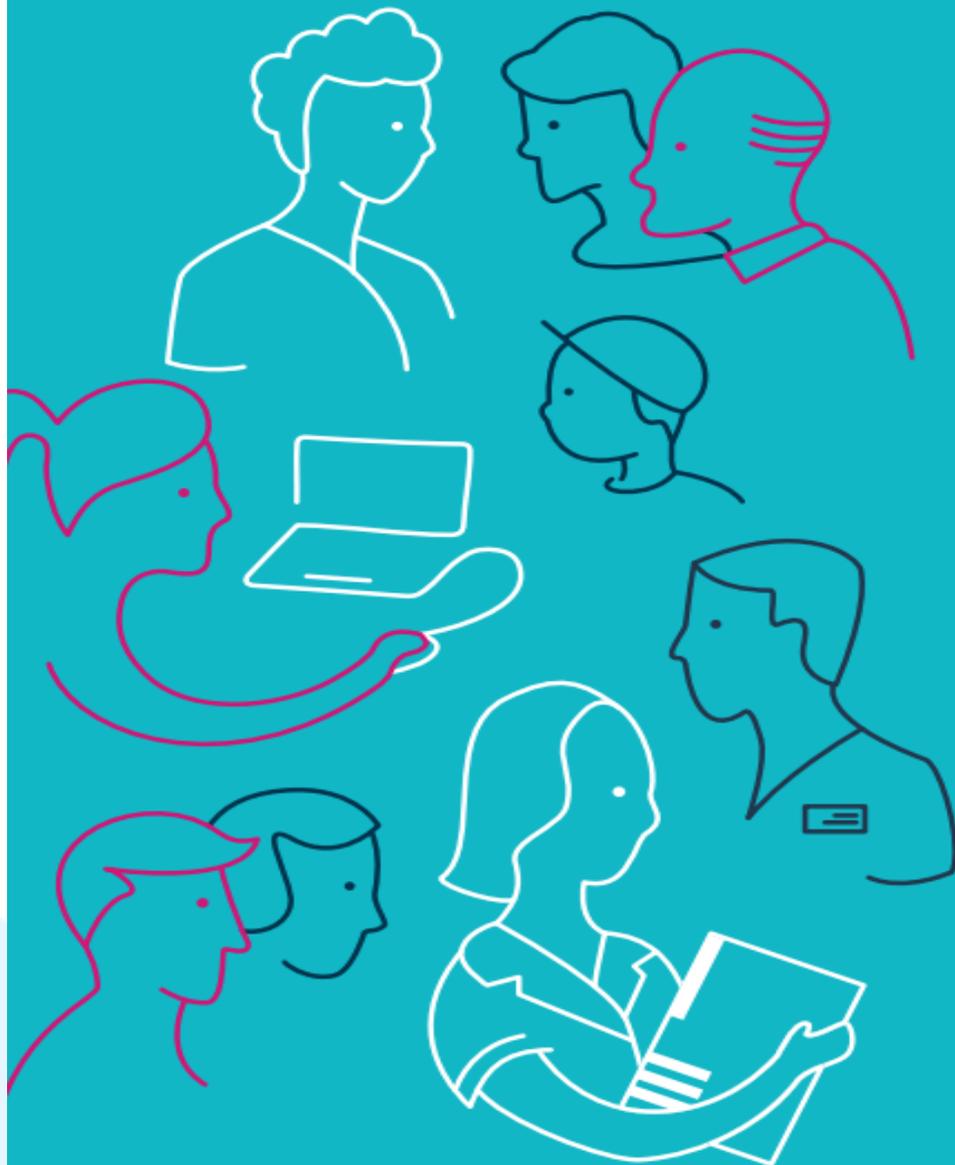
To increase awareness of the theory student nurses learn at university and highlight the skills/procedures they must demonstrate achievement of to register.

Learning outcomes

- Explain why universities supporting student nurse training have updated their course content
- Identify NHSGGC's partner universities
- Outline the theory student nurses learn when at university
- Highlight skills/procedures in student documentation (PAD) that may be a challenge to achieve or have a specific theory element
- Review what resources are available to support PS/PAs in helping student nurses achieve skills/proficiencies

Future nurse: Standards of proficiency for registered nurses

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

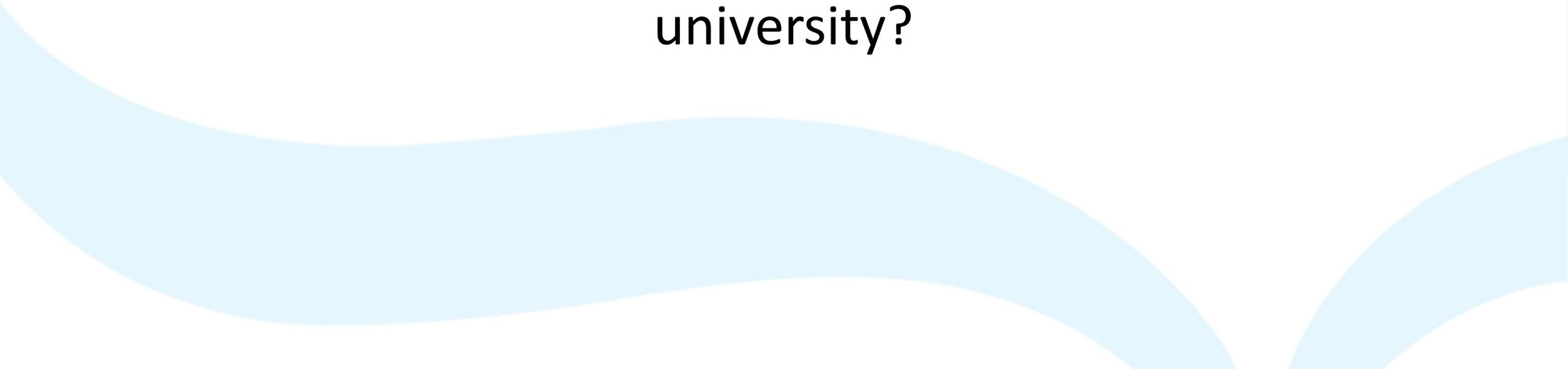
- adult

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

Part Two (16 months- 3PLEs)

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

Part Three (16 months- 3PLEs)

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

Notes

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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. • The OU uses clinical skills.net and in Part 2 students undertake an Open learn free course :Everyday maths | <ul style="list-style-type: none"> • 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 |
|---|--|

Skills and Procedures (Annex A + B)

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

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		

Common Question

What if my student hasn't achieved a skill/procedure and won't see it with us before qualifying?



Example

Section	Procedure	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>
2.cont/ Use evidence based, best practice approaches to undertake the following procedures:			
2.9	Collect and observe specimens, undertaking routine analysis and interpreting findings: <ul style="list-style-type: none"> • sputum 		
	<ul style="list-style-type: none"> • urine 		
	<ul style="list-style-type: none"> • stool 		
	<ul style="list-style-type: none"> • vomit 		
9. Use evidence based, best practice approaches for meeting the needs for care and support with the prevention and management of infection, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions.			
9.5	Implement isolation procedures		

Skills and procedures to take note of



Annexe B

2.2 Venepuncture

In Year 2/Part 2 students from all fields will complete a 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 relevant sections of 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 NHSGGC's venepuncture competency document.

Annexe B

2.2 Cannulation

In Year 2/Part 2 students from all fields will complete a 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 relevant sections of 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 NHSGGC's venepuncture competency document.

Annexe B

2.10: measure and interpret blood glucose levels

Year two 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 - [click here](#)

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

Annex 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.

Annex 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?

Annex 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.

From September 2022, Year 3 students from all fields will undertake simulated practice within the university and academic staff will sign the relevant sections of the student's PAD

What resources do we have to help students achieve their skills and procedures?



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

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:

NES Therapeutic intervention scenario document

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.

Once this resource has gone through its final approval, the PEF/CHEF team will forward to all areas.



**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

3. At the point of registration, the registered nurse will be able to safely demonstrate evidence based, best practice communication skills and approaches for providing therapeutic interventions

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>
3.1	Motivational interview techniques		
3.2	Solution focused therapies		
3.3	Reminiscence therapies		
3.4	Talking therapies		
3.5	De-escalation strategies and techniques		
3.6	Cognitive behavioural therapy techniques		
3.7	Play therapy		
3.8	Distraction and diversion strategies		
3.9	Positive behaviour support approaches		



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

Any questions?

Skills and Procedures Evaluation Form