

Nursing Test of Competence blueprint

Generic nursing domains

A new version of the Test of Competence for nurses and midwives launches on 2 August 2021. This document relates to the legacy 2014 version of the Test of Competence for nursing and midwifery.

For the latest information visit www.nmc.org.uk/toc

Domain 1: Professional values

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
Competency 1. All nurses must practise with confidence according to The Code: Professional standards of practice and behaviour for nurses and midwives (NMC,2018), and within other recognised ethical and legal frameworks. They must be able to recognise and address ethical challenges relating to people's choices and decision-making about their care, and act within the law to help them and their families and carers find acceptable solutions.	Articulates the underpinning values of the Code, (NMC,2018) Care, Compassion and Communication CCC1.1.	E	E	E
	Adopts a principled approach to care underpinned by the Code,(NMC,2018) CCC4.3.			Y
	Upholds peoples legal rights and speaks out when these are at risk of being compromised CCC4.4.		Y	Y
	Is acceptant of differing cultural traditions, beliefs, UK legal frameworks and professional ethics when planning care with people and their families and their carers CCC4.5.	Y	Y	Y
	Through reflection and evaluation demonstrates commitment to personal and professional development and lifelong learning CCC5.13.	Y		
	Acts professionally and autonomously in situations where there may be limits to confidentiality, for example, public interest and protection from harm CCC7.5.	Y	Y	Y
	Works within legal frameworks for data protection including access to and storage of records CCC7.8.	Y		
	Works within legal frameworks when seeking consent CCC8.5.	Y	Y	E
	Assesses and responds to the needs and wishes of carers and relatives in relation to information and consent. CCC8.6	y	y	
	Shares information safely with colleagues and across agency boundaries for the protection of individuals and the public. OAC11.6.	Y	Y	
	Works within ethical and legal frameworks and local policies to deal with complaints and concerns. OAC12.9.	Y		Y
	Challenges the practice of self and others across the multi-professional team OAC 14,7	Y		Y

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	Works within the requirements of the Code (NMC, 2018) in delegating care and when care is delegated to them. OAC15,2.		Y	Y
	Recognises and addresses deficits in knowledge and skill in self and others and takes appropriate action OAC15,5.	Y	Y	
	Takes decisions and is able to answer for these decisions when required OAC16,2		Y	Y
	Appropriately reports concerns regarding staffing and skill-mix and acts to resolve issues that may impact on the safety of service users within local policy frameworks OAC17,9.	Y		Y
	Works within legal and ethical frameworks that support promoting safety and positive risk taking. OAC18,13.		Y	
	Applies research based evidence to practice OAC 9,14		E	
	Works within the limitations of the role and recognises own level of competence. CCC1,2		Y	Y
	Applies legislation that relates to the management of specific infection risk at a local and national level. Infection Preventions and Control IPC22,8.	Y		Y
	Assists people to make safe and informed choices about their medicines. MM40,5.		y	
	Applies legislation to practice in safe and effective ordering, receiving, storing, administering and disposal of drugs, including controlled drugs in both primary and secondary care settings and ensures others do the same Medicine Management MM34,4.	E		Y
	Assesses the person's ability to safely self-administer their medicines. MM40,4			
	Gives clear instructions and explanation and checks that a person understands the use of medicines and treatment options MM40,3.		Y	

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	Fully understands all methods of supplying medicines, for example Medicines Act exemptions, patient group directions(PGDs), clinical management plans and other forms of prescribing MM34,6	E		Y
Competency 2 All nurses must practice in a holistic, non-judgemental, caring and sensitive manner that avoids assumptions, supports social inclusion; recognises and respects individual choice; and acknowledges diversity. Where necessary, they must challenge inequality, discrimination and exclusion from access to care	Is sensitive and empowers people to meet their own needs and make choices and considers with the person and their carer(s) their capability to care. CCC2,8.			Y
	Ensures access to independent advocacy. CCC2,9.	Y	Y	Y
	Acts autonomously and proactively in promoting care environments that are culturally sensitive and free from discrimination, harassment and exploitation. CCC4,6	Y	Y	Y
	Makes effective referrals to safeguard and protect children and adults requiring support and protection. OAC11,7.	Y	Y	E
	Supports people in asserting their human rights. OAC11,9	Y		Y
	Challenges practices which do not safeguard those in need of support and protection. OAC11,10	Y		E
Competency 3 All nurses must support and promote the health, wellbeing, rights and dignity of people, groups, communities and populations. These include people whose lives are affected by ill health, disability, ageing, death and dying. Nurses must understand how these activities influence public health.	Acts with dignity and respect to ensure that people who are unable to meet their activities of living have choices about how these are met and feel empowered to do as much as possible for themselves. CCC2,12		Y	Y
	Is proactive in promoting and maintaining dignity. CCC3,5.			E
	Acts autonomously to challenges situations or others when someone's dignity may be compromised. CCC3,6		Y	E
	Works within the context of a multi-professional team and works collaboratively with other agencies when needed to enhance the care of people, communities and populations. OAC9,15.		Y	
	Promotes health and well-being, self care and independence by teaching and empowering people and carers to make choices in coping with the effects of treatment and the ongoing nature and likely consequences of a condition including death and dying. OAC9,16		Y	Y
	Discusses sensitive issues in relation to public health and provide appropriate advice and guidance to individuals, communities and populations for example, contraception, substance misuse, smoking, obesity. OAC,9,18	Y	Y	

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	Works within a public health framework to assess needs and plan care for individuals, communities and populations. OAC9, 22.	Y		
	Is sensitive and empowers people to meet their own needs and make choices and considers with the person and their carer(s) their capability to care. CCC2,8.		Y	Y
Competency 4 All nurses must work in partnership with service users, carers, families, groups, communities and organisations. They must manage risk, and promote health and wellbeing while aiming to empower choices that promote self -care and safety.	Actively helps people to identify and use their strengths to achieves their goals and aspirations. CCC2,14		y	
	Uses appropriate strategies to empower and support their choice. CCC3,7.		y	
	Recognises situations and acts appropriately when a person's choice may compromise their safety or the safety of others. CCC2,10.		E	E
	Uses strategies to manage situations where a person's wishes conflict with nursing interventions necessary for the person's safety. CCC2,11			Y
	Works autonomously, confidently and in partnership with people, their families and carers to actively empower people to be involved in their care planning and delivery including strategies for self care and peer support. CCC2,13.		Y	Y
	Acts appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries). CCC7,7.	Y	Y	Y
	Assesses and implements measures to manage, reduce or remove risk that could be detrimental to people, self and others. OAC18,11.		Y	E
	Works within legal and ethical frameworks to promote safety and positive risk taking. OAC18,13.	Y	Y	
	Takes steps not to cross professional boundaries and put self or colleagues at risk. OAC18,15.		Y	Y
	Explains risks to people, relatives, carers and colleagues and educates them in prevention and control of infection. IPC21,10.		Y	Y
	Adheres to infection prevention and control policies and procedures at all times and ensures that colleagues work according to good practice guidelines. IPC22,9.	E		E

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	Acts as a role model to others and ensure colleagues work within local policy IPC24,4			E
	Able to communicate potential risks to others and advise people on their device, site or wound to prevent and control infection and to promote healing. IPC25, 5.		Y	Y
Competency 5 All nurses must fully understand the nurse's various role, responsibilities and functions, and adapt their practice to meet the changing needs of people, groups communities and populations.	Takes effective role within a team adopting the leadership role when appropriate. OAC14,8.		Y	Y
	Prioritise own workload and manages competing and conflicting priorities. OAC17,8.		Y	Y
	Acts appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries). CCC7,7		Y	Y
Competency 6 All nurses must understand the roles and responsibilities of other health and social care professionals, and seek to work with them collaboratively for the benefit of all who need care.	Seeks specialist advice as required in order to formulate an appropriate care plan. NFM28,6.		Y	
	Discusses progress and changes in condition with the person, carers and multi- disciplinary team NFM28,9		Y	
	Works collaboratively with the person their carers and the multi-disciplinary team to ensure and adequate fluid intake and output. NFM.29.7			y
	Actively consults and explores solutions and ideas with others to enhance care. OAC14,6.	Y	Y	Y
	Values others' roles and responsibilities within the team and interacts appropriately OAC14,3		Y	Y
	Works interprofessionally and autonomously as a means of achieving optimum outcomes for people. OAC14,10		Y	
	Through reflection and evaluation demonstrates commitment to personal and professional development and life long learning. CCC5,13.	Y	Y	Y

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Competency 7 All nurses must be responsible and accountable for keeping their knowledge and skills up to date through continuing professional development. They must aim to improve their performance and enhance the safety and quality of care through evaluation, supervision and appraisal.	Uses supervision and other forms of reflective learning to make effective use of feedback. OAC12,3.		Y	Y
Competency 8 All nurses must practice independently, recognising the limits of their competence and knowledge. They must reflect on these limits and seek advice from, or refer to other professionals where necessary.	Is self-aware and self confident, knows own limitations and is able to take appropriate action. CCC1,9.		Y	Y
Competency 9 All nurses must appreciate the value of evidence in practice, be able to understand and appraise research findings to their work, and identify areas for further investigation.	Applies research based evidence to practice. OAC9,14.		Y	Y
	Questions, critically appraises, takes into account ethical considerations and the preferences of the person receiving care and uses evidence to support and argument in determining when medicines may or may not be an appropriate choice of treatment. MM35,10		y	

Online Resources

Below are some useful online links which can be used to support preparation for the NMC's Test of Competence. These online links are not exhaustive, and many other useful sources will exist. The links are designed to help candidates identify gaps as they explore each domain and competence. Candidates should consider the need for revision and consolidation of knowledge before taking the test of competence. Please copy and paste the links into your web browser to access the information.

<http://ico.org.uk/for-organisations/data-protection/the-guide/the-principles>
<https://www.rcn.org.uk/professional-development/revalidation/reflection-and-reflective-discussion>
<http://www.advancedpractice.scot.nhs.uk/legal-and-ethics-guidance.aspx>
<http://www.advancedpractice.scot.nhs.uk/legal-and-ethics-guidance/consent/defining-consent.aspx>
<http://www.ageuk.org.uk/health-wellbeing/your-healthcare-rights/>
http://www.cpa.org.uk/information/reviews/Managing_and_Administering_Medication_in_Care_Homes.pdf
<http://www.cqc.org.uk/content/safeguarding-people>
http://www.cqc.org.uk/sites/default/files/20171128_6642_cqc_how_to_complain_leaflet_final_web.pdf
<http://www.dhsspsni.gov.uk/index/hss/governance.htm>
<http://www.equalityhumanrights.com/human-rights/human-rights-practical-guidance/area-health/>
<https://www.equalityhumanrights.com/en/human-rights/what-are-human-rights>
<http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act>
<http://www.euromedinfo.eu/a-model-of-care-for-cultural-competence.html/>
<http://www.evidence.nhs.uk/search?q=legislation%20for%20infection%20control>
<http://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm>
<http://www.kingsfund.org.uk/blog/2012/10/developing-culture-compassionate-care>
<http://www.legislation.gov.uk/ukpga/1971/38/contents>
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Medicineslearningmodules/index.htm>
<http://www.mind.org.uk/information-support/legal-rights/mental-capacity-act-2005/>
<http://www.nhs.uk/CarersDirect/guide/vulnerable-people/Pages/vulnerable-adults.aspx>
<http://www.nhs.uk/CarersDirect/moneyandlegal/legal/Pages/MentalCapacityAct.aspx>
<https://www.nhs.uk/conditions/consent-to-treatment/>
<http://www.nhslothian.scot.nhs.uk/HealthInformation/Advocacy/Pages/default.aspx>

<http://www.nice.org.uk/guidance/CG76>
<http://www.nice.org.uk/Search?area=NICE.Search&q=self+administration+of+medicines>
<http://www.nmc-uk.org/Nurses-and-midwives/Raising-and-escalating-concerns/>
<http://www.nmc-uk.org/Nurses-and-midwives/Regulation-in-practice/Medicines-management-and-prescribing/>
<http://www.nmc-uk.org/Nurses-and-midwives/Regulation-in-practice/Safeguarding-New/>
<http://www.nmc-uk.org/Publications/Guidance/>
<http://www.nrls.npsa.nhs.uk/resources/patient-safety-topics/>
<http://www.nrls.npsa.nhs.uk/resources/patient-safety-topics/consent-communication-confidentiality/>
<http://www.nrls.npsa.nhs.uk/resources/patient-safety-topics/risk-assessment-management/>
<http://www.publichealth.hscni.net/directorate-nursing-and-allied-health-professions/nursing>

<https://www.rcn.org.uk/about-us/policy-briefings/pol-1107>
<https://www.evidence.nhs.uk/search?q=cultural+diversity+and+nursing+practice>
<https://www.rcn.org.uk/clinical-topics/clinical-governance>
<https://www.rcn.org.uk/professional-development/accountability-and-delegation>
<https://www.rcn.org.uk/professional-development/quality-and-safety>
<https://www.rcn.org.uk/professional-development/quality-and-safety/evidence-based-practice>
<https://www.rcn.org.uk/search?Keyword=dignity&Sort=Relevance&Scope=Global>
<https://www.rcn.org.uk/library/subject-guides/infection-prevention-and-control-subject-guide>
<https://www.rcn.org.uk/clinical-topics/infection-prevention-and-control>
<https://www.rcn.org.uk/clinical-topics/nutrition-and-hydration>
<https://www.rcn.org.uk/professional-development/principles-of-nursing-practice>
<https://www.rcn.org.uk/search?Keyword=practice%20principles&Sort=Relevance&Scope=Global>
<https://www.rcn.org.uk/clinical-topics/safeguarding>
<https://www.rcn.org.uk/clinical-topics/public-health/specialist-areas/inclusion-health-care>
<https://www.rcn.org.uk/get-help/rcn-advice/consent>
<http://www.scie.org.uk/publications/adultsafeguardinglondon/riskassessment/>
<http://www.wales.nhs.uk/>
<http://www.wales.nhs.uk/nwis/page/52618>

<http://www.wales.nhs.uk/sites3/documents/739/rcn%20infection%20control.doc.pdf>

<http://www.wales.nhs.uk/sites3/page.cfm?orgid=465&pid=11930>

<http://www.who.int/cancer/en/>

<http://www.who.int/patientsafety/education/en/>

http://www.who.int/topics/health_promotion/en/

http://www.who.int/topics/infection_control/en/

<https://www.evidence.nhs.uk/search?q=delegation%20in%20nursing>

<https://www.gov.uk/childrens-services/safeguarding-children>

<https://www.gov.uk/government/topics/public-health>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/212450/Liverpool_Care_Pathway.pdf

Domain 2: Communication and interpersonal skills

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing	Useful on-line links Please copy and paste the links into your web browser to access the information	
Competency 1. All nurses must build partnerships and therapeutic relationships through safe, effective and non-discriminatory communication. They must take account of individual differences, capabilities and needs.	Has insight into own values and how these may impact on interaction with others. CCC5,10	Y	Y		https://www.nmc.org.uk/standards/guidance/social-media-guidance/read-social-media-guidance-online/ https://www.rcn.org.uk/professional-development http://www.nmc-uk.org/Nurses-and-midwives/Regulation-in-practice/Medicines-management-and-prescribing/ http://www.nice.org.uk/guidance/CG76 https://www.rcn.org.uk/-/media/royal-college-of-nursing/documents/publications/2017/may/pub-006153.pdf http://www.nmc-uk.org/Publications/Guidance/ https://www.rcn.org.uk/search?Keyword=dementia&Sort=Relevance&Scope=Global http://www.nmc-uk.org/Documents/NMC-Publications/NMC-Guidance-for-the-care-of-older-people.pdf http://www.nhs.uk/Planners/Yourhealth/Pages/Careplan.aspx http://www.england.nhs.uk/2013/09/25/tim-kelsey-2/ https://www.rcn.org.uk/professional-development/principles-of-nursing-practice http://www.helpguide.org/mental/eq6_nonverbal_communication.htm http://www.nursinginpractice.com/article/communication-how-can-we-improve-our-skills http://www.nmc-uk.org/Documents/NMC-Publications/NMC-Record-Keeping-Guidance.pdf http://www.actiononhearingloss.org.uk/your-hearing/ways-of-communicating.aspx http://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=130 https://www.alzheimers.org.uk/info/20007/types_of_dementia/2/alzheimers_disease?gclid=Cj0KCQjwibDXBRcyARIsAFHp4fpUczubrh08CAectJBV08JdFuScJ0Anmfp9af_iERRei0JGvPOSo saAnuCEALw_wcB http://www.nhs.uk/Conditions/dementia-guide/Pages/dementia-and-communication.aspx http://www.actiononhearingloss.org.uk/your-hearing/ways-of-communicating/communication-tips/tips-for-hearing-people.aspx https://www.mencap.org.uk/ https://www.gmc-uk.org/ethical-guidance/ethical-hub/learning-disabilities http://www.england.nhs.uk/wp-content/uploads/2012/12/compassion-in-practice.pdf http://www.nhs.uk/CarersDirect/yourself/help-for-you/Pages/Advocacy.aspx http://www.nhs.uk/CarersDirect/moneyandlegal/legal/pages/applying-the-mental-capacity-act.aspx http://www.nhs.uk/CarersDirect/guide/practicalsupport/Pages/Challenging-behaviour.aspx http://www.headway.ie/resources/publications/n-challenging-behaviour-and-abi/ https://www.gov.uk/government/publications/framework-for-personalised-care-and-population-health http://www.patient.co.uk/health/health-promotion-1321 https://www.rcn.org.uk/clinical-topics/nutrition-and-hydration http://www.who.int/topics/health_promotion/en/ https://www.rcn.org.uk/library/subject-guides/infection-prevention-and-control-subject-guide https://www.rcn.org.uk/search?Keyword=young%20people&Sort=Relevance&Scope=Global http://www.mhra.gov.uk/Howweregulate/Devices/ http://www.mhra.gov.uk/Safetyinformation/Reportingsafetyproblems/Devices/index.htm https://www.rcn.org.uk/clinical-topics/patient-safety-and-human-factors/professional-resources/communication https://www.nmc.org.uk/globalassets/sitesdocuments/annual_reports_and_accounts/strategy-2015-2020.pdf https://www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency https://www.rcn.org.uk/clinical-topics/patient-safety-and-human-factors/professional-resources/communication https://www.rcn.org.uk/clinical-topics/patient-safety-and-human-factors	
	Works with people and carers to provide clear and accurate information MM40,2.			Y		
	Recognises and acts to overcome barriers in developing effective relationships with service users and carers. CCC1, 12.	Y	Y			
	Acts autonomously to reduce and challenge barriers to effective communication and understanding. CCC6,10.	Y				Y
Competency 2. All nurses must use a range of communication skills and technologies to support person-centred care and enhance quality and safety. They must ensure people receive all the information they need in a language and manner that allows them to make informed choices and share decision making. They must recognise when language interpretation or other communication support is needed and know how to obtain it.	Engages with people in the planning and provision of care which recognises the importance of personal needs and providing both practical and emotional support. CCC5, 9.			E	Y	
	Listens to, watches for and responds to verbal and non verbal cues. CCC5,8.				E	
	Uses skills of active listening, questioning, paraphrasing and reflection to support therapeutic intervention. CCC6,12.	Y	Y		E	
Competency 3. All nurses must use the full range of communication methods, including verbal, non-verbal and written, to acquire, interpret and record their knowledge and understanding of people's needs. They must be aware of their own values and beliefs and the impact this may have on their communication with others. They must take account of the many different ways in which people communicate and how they may be influenced by ill health, disability and other factors, and be able to recognise and respond effectively when a person finds it hard to communicate.	Communicates effectively and sensitively in different settings, using a range of methods and skills CCC6, 8.	Y	Y		E	
	Consistently shows ability to communicate safely and effectively with people providing guidance for others. CCC6,7			Y	Y	
	Provides accurate and comprehensive written and verbal reports based on sound evidence. CCC6, 9.	E			E	
	Provides information to people and their carers. NFM.28,7.	Y				

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	Uses strategies to enhance communication and remove barriers to effective communication minimising the risk to people from lack of or poor communication. CCC6, 6.		Y	E	
Competency 4. All nurses must recognise when people are anxious or in distress and respond effectively, using therapeutic principles, to promote wellbeing, manage personal safety and resolve conflict. They must use effective communication strategies and negotiation techniques to achieve best outcomes, respecting the dignity and human right of all concerned. They must know when to consult a third party and how to make referrals for advocacy, mediation or arbitration.	Anticipates how people might feel in a given situation and respond with kindness and empathy to provide physical and emotional comfort. CCC5, 6.	Y	Y	E	
	Is proactive and creative in enhancing communication and understanding. CCC6,11			y	
	Makes appropriate use of touch. CCC5,7.	Y		E	
	Manages and diffuses challenging situations effectively. CCC4,7.	y	y	y	
	Recognises circumstances that trigger personal negative response and takes action to prevent this compromising care. CCC5,11.		Y	Y	
Competency 5. All nurses must use therapeutic principles to engage maintain and, where appropriate, disengage from professional caring relationships, and must always respect professional	Initiates, maintains and closes professional relationships with service users and carers. CCC1,13.		Y	Y	
Competency 6. All nurses must take every opportunity to encourage health promoting behaviour through education, role modelling and effective communication.	Discusses sensitive issues in relation to public health and provides appropriate and guidance to individuals, communities and populations in health promoting behaviours such as contraception, cessation of smoking, addressing obesity and substance misuse. OAC9,18.	Y		Y	
	Uses negotiating and other skills to encourage people who might be reluctant to drink to take adequate fluids. NFM,29,5			Y	
	Discusses the benefits of health promotion within the concept of public health to prevent and control infection to improve and maintain the health of the population. IPC21, 6.	Y		Y	
Competency 7. All nurses must maintain accurate, clear and complete records, including the use of electronic formats, using appropriate and plain language.	Provides accurate and comprehensive written reports based on best possible evidence. CCC6,9.			E	
	Works within legal frameworks for data protection including access to and storage of records. CCC7,8.	Y	Y	Y	

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	Effectively keep records of medication administered and omitted, in a variety of setting, including controlled drugs and ensures others do the same MM 39,2	Y	E	E	
	Keeps appropriate records in relation to the use and maintenance of medical devices and the decontamination process required as per local and national guidelines. OAC. 20,4.	Y	Y	Y	
	Makes a comprehensive assessment of people's needs in relation to nutrition identifying, documenting and communicating level of risk. NFM. 28,5.		Y	Y	
	Monitors and records progress against the plan. NFM. 28,8.		Y	Y	
Competency 8. All nurses must respect individual rights to confidentiality and keep information secure and confidential in accordance with the law and relevant regulatory frameworks, taking account of local protocols. They must actively share personal information with others when the interests of safety and protection override the need for confidentiality.	Recognises the significance of information and acts in relation to who does or does not need to know. CCC7,6.	Y			
	Acts within the law when confidential information has to be shared with others. CCC7,9.	Y	Y		

Domain 3: Nursing practice and decision-making

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
Competency 1. All nurses must use up-to-date knowledge and evidence to assess, plan, deliver and evaluate care, communicate findings, influence change and promote health and best practice. They must make person-centred, evidence based judgements and decisions in partnership with others involved in the care process, to ensure high quality care. they must be able to recognise when the complexity or clinical decisions requires specialist knowledge and expertise and, consult or refer accordingly.	Demonstrates clinical confidence through sound knowledge, skills and understanding relevant to field. CCC1,8.		Y	E
	Recognises the significance of information and acts in relation to who does or does not need to know. CCC,7,6	Y		Y
	Refers to specialists when required. OAC9,19		Y	
	Works within the Code (NMC,2018) and in keeping with guidance on professional conduct for nursing and midwifery students (NMC,2010) and in collaboration with people and their carer's to meet responsibilities for prevention and control of infection. IPC.21,7.	y		E
	Recognises and acts upon the need to refer to specialist advisors as appropriate. IPC23, 5.		Y	
	Refers to specialist members of the multi- disciplinary team for additional or specialist advice. NFM27, 8.		Y	
	Acts appropriately in sharing information to enable and enhance care with carers, multi-disciplinary teams and across agency boundaries. CCC7,7.	Y		Y
Competency 2. All nurses must possess a broad knowledge of the structure and functions of the human body, and other relevant knowledge from the life, behavioural and social sciences as applied to health, ill health, disability, aging and death. They must have an in-depth knowledge of common physical and mental health problems and treatments, including co-morbidity and physiological and psychological vulnerability.	Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances, for example, responding to emergencies, unexpected occurrences, saying "no", dealing with complaints, resolving disputes, de-escalating aggression, conveying 'unwelcome news' CCC6,13.		Y	E
	Anticipates how people may feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort. CCC5,6.		Y	E
	Recognise and acts autonomously to respond to own emotional discomfort or distress in self and others. CCC5,12.			

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Recognises circumstances that trigger personal negative responses and takes action to prevent this compromising care. CCC5,11.		Y	Y
	Recognises stress in others and provide appropriate support or guidance ensuring safety to people at all times. OAC17,10.		E	Y
	Safely manages drug administration and monitors effects. MM 36,4.	E	E	E
	Where relevant, applies knowledge of age and condition related anatomy, physiology and development when interacting with people. OAC9,11.	Y	Y	
	Uses knowledge of dietary, physical, social and psychological factors to inform practice being aware of those that can contribute to poor diet, cause or be caused by ill health. NFM27, 6.		Y	
	Evaluates the effect of interventions, taking account of people's and carers' interpretation of physical, emotional, and behavioural changes. OAC 10,9.	Y	Y	Y
	Applies knowledge of basic pharmacology, drug pathways and how medicines act and interact in the systems of the body and their therapeutic action, MM 36,2.		Y	
	Understands common routes and techniques of medicine administration including absorption, metabolism, adverse reactions and interaction. MM 36,3.		Y	
	Reports adverse incidents and near misses. MM36, 5.	Y	Y	
	Safely manages anaphylaxis MM36,6.	Y	Y	Y
Competency 3. All nurses must carry out comprehensive, systematic nursing assessments that take account of relevant physical, social, cultural, psychological, spiritual, genetic and environmental factors, in partnership with service users and others through interaction, observation and measurement.	Actively empowers people to be involved in the assessment and care planning process. CCC2,2.		Y	Y
	Accurately undertakes and records base line assessments of weight, height, temperature, pulse, respiration and blood pressure using manual and electronic devices. OAC9,2			E

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Takes and records accurate measurements of weight, height, length, body mass index and other appropriate measures of nutritional status. NFM28,1			Y
	Measures documents and interprets vital signs and acts autonomously and appropriately on findings OAC 9,21	Y	Y	Y
	Acts autonomously and appropriately when faced with sudden deterioration in people's physical or psychological condition or emergency situation, abnormal vital signs, collapse, cardiac arrest, dehydration, self harm, extremely challenging behaviour, attempted suicide. OAC9,20.		E	E
	Performs routine diagnostic tests, for example urinalysis, under supervision as part of the assessment process (near client testing). OAC9,7.			Y
	In partnership with the person, their carers and their families, makes a holistic, person centred and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk, and together, develops a comprehensive personalised plan of nursing care. OAC9, 12.	Y	Y	E
	Acts autonomously and takes responsibility for collaborative assessment and planning of care delivery with the person, their carers and their family. OAC9,13.		Y	
	Provides accurate and comprehensive written reports based on best possible evidence. CCC6,9.		Y	E
	Works within a public health framework when assessing the needs of people, communities and populations within the UK. OAC9,22.	Y		
Competency 4. All nurses must ascertain and respond to the physical, social and psychological needs of people, groups and communities. They must then plan, deliver and evaluate safe, competent, person centred care in partnership with them, paying special attention to changing health needs during different life stages, including progressive illness and death, loss and bereavement.	Detects, records and reports if necessary, deterioration or improvement and takes appropriate action autonomously. OAC 10,8	Y	Y	E
	In partnership with people and their carers, plans, delivers and documents care that demonstrates effective risk assessment, infection prevention and control. IPC21,8.	Y	Y	E
	Initiates and maintains appropriate measure to prevent and control infection according to route of transmission of micro-organism, in order to protect service users, members of the public and other staff. IPC.22,7	y		

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Demonstrates effective hand hygiene and the appropriate use of standard infection control precautions when caring for people. IPC,22,1	Y	Y	E
	Works within legal and ethical frameworks taking account of personal choice. NFM31,6	y		
	Ensure provision is made for replacement meals for anyone who is unable to eat at the usual time, or unable to prepare their own meals. FNM30,7.		Y	
	Uses knowledge of dietary, physical, social and psychological factors to inform practice being aware of those that can contribute to poor diet, cause or be caused by ill health. NFM27,6	Y	Y	Y
	Promotes health and well-being, self care and independence by teaching and empowering people and carers to make choices in coping with the effects of treatment and the ongoing nature and likely consequences of a condition including death and dying. OAC9,16.	Y	Y	Y
	Provides safe and effective care in partnership with people and their carers within the context of people's ages, conditions and developmental stages. OAC,10,6		Y	Y
	Discusses in a non-judgemental way how diet can improve health and the risks associated with not eating appropriately. NFM27,9.		Y	Y
	Provides support and advice to carers when the person they are caring for has specific dietary needs. NFM27,11.		Y	Y
	In liaison with a registered midwife provides essential advice and support to mothers who are breast feeding. NFM27,10		Y	
	Explains medical devices to people and checks understanding. OAC20,5.	Y	y	Y
Competency 5. All nurses must understand public health principles, prioritise in order to recognise and respond to the major causes and determinants, of health, illness and health inequalities. They must use a range of information and data to assess the needs of people, groups, communities and populations, and work to improve health, wellbeing and experience of healthcare; secure equal access to health screening, health promotion and healthcare; and promote social inclusion.	Acts autonomously and proactively in promoting care environments that are culturally sensitive and free from discrimination, harassment and exploitation. CCC4,6.	Y	Y	Y
	Recognise infection risk and reports and acts in situations where there is need for health promotion and protection and public health strategies IPC.21,11.	y		

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Understands the concept of public health and the benefits of healthy lifestyles and the potential risks involved with various lifestyles or behaviours, for example, substance misuse, smoking, obesity. OAC9,3	Y	Y	
	Works within a public health framework to assess needs and plan care for individuals, communities and populations. OAC9, 22.		Y	
	Supports people in asserting their human rights. OAC11, 9.	Y		Y
Competency 6. All nurses must practise safely by being aware of the correct use, limitations and hazards of common interventions, including nursing activities, treatments, and the use of medical devices and equipment. The nurse must be able to evaluate their use, report any concerns promptly through appropriate channels and modify care where necessary to maintain safety. They must contribute to the collection of local and national data and formulation of policy on risks, hazards and adverse outcomes.	Safely uses and maintains a range of medical devices appropriate to the area of work, including ensuring regular servicing, maintenance and calibration including reporting adverse incidents relating to medical devices. OAC20,3		Y	E
	Works within legal frameworks and applies evidence based practice in the safe selection and use of medical devices. OAC20,2		Y	E
	Administers enteral feeds safely and maintains equipment in accordance with local policy. NFM31,4.		Y	E
	Safely, maintains and uses naso-gastric, PEG and other feeding devices. NFM31,5		Y	E
	Monitors infusion sites for signs of abnormality and takes the required action reporting and documenting signs and actions taken NFM32,4.	Y	Y	Y
	Understands and applies knowledge of intravenous fluids and how they are prescribed and administered within local administration of medicines policy. NFM. 32,1		Y	E
	Safely performs wound care, applying non-touch or aseptic techniques in a variety of settings. IPC25,4.			E
	Manages hazardous waste and spillages in accordance with local health and safety policies. IPC26,4.	Y	Y	
	Instruct others to do the same IPC.26,5.	y		

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Adheres to health and safety at work legislation and infection control policies regarding the safe disposal of all waste, soiled linen, blood and other body fluids and disposing of 'sharps' including in the home setting. IPC. 26,1	Y		E
	Is competent in the process of medication-related calculation in nursing field involving: tablets and capsules, liquid, injections and IV infusions including; unit dose, sub and multiple doses, complex calculations and SI units, for all ages. MM33,2.	E	E	E
	Safely manages drug administration and monitors effects MM 36,4 .	E	E	E
	Safely and effectively administers and, where necessary, prepares medicines via routes and methods commonly used and maintains accurate records. MM38,4.			E
	Supervises and teaches others to do the same. MM.38,5	y	y	
	Understands the legal requirements MM 38,6	Y	Y	
	Orders, receives, stores and disposes of medicines safely (including controlled drugs) MM,37,2.	E	E	E
	Demonstrates knowledge of what a patient group directive is and who can use them. MM42,1		y	
	Understands all methods of supplying medicines, for example, Medicines Act exemptions, patient group directions, clinical management plans and other forms of prescribing. MM34,5	Y		
	Through simulation and coursework demonstrates knowledge and application of principles required for safe and effective supply and administration via a patient group direction including an understanding of role and accountability. MM42,2	y	y	
Demonstrates awareness of a range of commonly recognised approaches to managing symptoms, for example, relaxation, distraction and lifestyle advice. MM 35,7	Y	Y		

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Through simulation and course work demonstrates how to supply and administer via a patient group direction. MM42,3.			y
	Fully understands the different types of prescribing including supplementary prescribing, community practitioner nurse prescribing, and independent nurse prescribing MM,34,6	Y		
	Accesses commonly used evidence based sources relating to the safe and effective management of medicine. MM40,1			Y
Competency 7. All nurses must be able to recognise and interpret signs of normal and deteriorating mental and physical health and respond promptly to maintain or improve the health and comfort of the service user, acting to keep them and others safe.	Anticipates how people might feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort. CCC5,6.	Y	Y	E
	Listens to, watches for, and responds to verbal and non-verbal cues. CCC5,8.			Y
	Acts autonomously and appropriately when faced with sudden deterioration in people's physical or psychological condition or emergency situations, abnormal vital signs, collapse, cardiac arrest, self-harm, extremely challenging behaviour, attempted suicide. OAC,9,20	E	E	E
	Recognises stress in others and provides appropriate support or guidance ensuring safety to people at all times. OAC17,10			Y
	Refers to specialists when required. OAC9,19		Y	Y
	Acts autonomously to initiate appropriate action when malnutrition is identified or where a person's nutritional status worsens, and report this as an adverse event. NFM28,10		Y	Y
	Identifies signs of dehydration and acts to correct these. NFM,29,6	Y	Y	Y
	Recognises, responds appropriately and reports when people have difficulty eating or swallowing. NFM 31,1.		E	
Takes action to ensure that, where there are problems with eating and swallowing, nutritional status is not compromised. NFM31,3.		Y		

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Reports adverse incidents and near misses. MM36,5		Y	Y
Competency 8. All nurses must provide educational support, facilitation skills and therapeutic nursing interventions to optimise health and wellbeing. They must promote self-care and management whenever possible, helping people to make choices about their needs involving families and carers where appropriate, to maximise their ability to care for themselves.	Is sensitive and empowers people to meet their own needs and make choices and considers with the person and their carer(s) their capability to care. CCC,2,8		Y	E
	Acts with dignity and respect to ensure that people who are unable to meet their activities of living have choices about how these are met and feel empowered to do as much as possible for themselves. CCC2,12.		Y	E
	Actively helps people to identify and use their strengths to achieve their goals and aspirations. CCC, 2,14		Y	Y
	Uses helpful and therapeutic strategies to enable people to understand treatments and other interventions in order to give informed consent. CCC,8,4	Y	Y	E
	Demonstrates respect for the autonomy and rights of people to withhold consent in relation to treatment within legal frameworks and in relation to people's safety. CCC,8,7	E	E	E
	Assess the person's ability to safely self-administer their medicines MM40,4.		Y	
	Supports people to make appropriate the choices and changes to eating patterns, taking account of dietary preferences, religious and cultural requirements, treatments and special diets needed for health reasons. NFM.27,7.		Y	
	Promotes health and well-being, self care and independence by teaching and empowering people and carers to make choices in coping with the effects of treatment and the ongoing nature and likely consequences of a condition including death and dying. OAC9,16.		Y	Y
Competency 9. All nurses must be able to recognise when a person is at risk and in need of extra support and protection and take reasonable steps to protect them from abuse.	Recognises and responds when people are in vulnerable situations and at risk, or in need of support and protection. OAC11,5	Y	Y	E
	Makes effective referrals to safeguard and protect children and adults requiring support and protection. OAC11,7	Y	Y	
	Works collaboratively with other agencies to develop, implement and monitor strategies to safeguard and protect individuals and groups who are in vulnerable situations. OAC11,8	Y	Y	

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Supports people in asserting their human rights. OAC11,9	Y		
	Challenges practises which do not safeguard those in need of support and protection. OAC11,10		Y	
	Recognises stress in others and provides appropriate support or guidance ensuring safety to people at all times. OAC17,10.	Y		
	Selects and applies appropriate strategies and techniques for conflict resolution, de-escalation and physical intervention in the management of potential violence and aggression. OAC 19,3.		Y	Y
Competency 10. All nurses must evaluate their care to improve clinical decision-making, quality and outcomes, using a range of methods, amending the plan of care, where necessary, and communicating change to others.	Acts appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries). CCC7,7		Y	
	Evaluates the effect of interventions, taking account of people's and carers' interpretation of physical, emotional, and behavioural changes. OAC10,9.	Y	Y	E
	Involves the person in review and adjustments to their care, communicating changes to colleagues. OAC10,10		Y	E
	Assesses and implements measures to manage, reduce or remove risk that could be detrimental to people, self and others. OAC18,11.	Y	Y	Y

Online Resources

Below are some useful online links which can be used to support preparation for the NMC's Test of Competence. These online links are not exhaustive, and many other useful sources will exist. The links are designed to help candidates identify gaps as they explore each domain and competence. Candidates should consider the need for revision and consolidation of knowledge before taking the test of competence. Please copy and paste the links into your web browser to access the information.

<http://pathways.nice.org.uk/pathways/behaviour-change?fno=1#content=view-info-category%3Aview-about-menu>

<http://pathways.nice.org.uk/pathways/diet/lifestyle-advice-on-diet-and-physical-activity>

<http://rcnhca.org.uk/>

<http://resus.org.uk/pages/reaction.htm>

<http://www.ageuk.org.uk/health-wellbeing/doctors-hospitals/campaign-against-malnutrition-in-hospital/>

<http://www.bapen.org.uk/>

<http://www.bapen.org.uk/screening-for-malnutrition/must/introducing-must>

<http://www.bapen.org.uk/screening-for-malnutrition/must/must-app>

<http://www.breastfeedingnetwork.org.uk/>

<https://www.bsg.org.uk/resource/bsg-guidelines-for-enteral-feeding-in-adult-hospital-patients.html>

<http://www.cqc.org.uk/content/controlled-drugs>

<http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act>

<http://www.europeanhydrationinstitute.org/dehydration.html?gclid=CMHLpcKQx8ACFdLKtAodWIIAkq>

<http://www.foodafactoflife.org.uk/sheet.aspx?siteId=19§ionId=81&contentId=275>

<https://www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency>

<https://www.gov.uk/topic/health-protection/infectious-diseases>

<http://www.hpa.org.uk/>

<http://www.hpa.org.uk/Topics/InfectiousDiseases/InfectionsAZ/NotificationsOfInfectiousDiseases/ListOfNotifiableDiseases/>

<http://www.hps.scot.nhs.uk/haic/ic/guidelinedetail.aspx?id=49785>

<http://www.hse.gov.uk/biosafety/blood-borne-viruses/index.htm>

<http://www.hse.gov.uk/biosafety/information.htm>

http://www.indiana.edu/~anat550/embryo_main/
<http://www.innerbody.com/>
<https://improvement.nhs.uk/documents/2162/sbar-communication-tool.pdf>
<http://www.kingsfund.org.uk/blog/2012/10/developing-culture-compassionate-care>
<http://www.leadershipacademy.nhs.uk/discover/leadership-framework/demonstrating-personal-qualities/developing-self-awareness/>
<http://www.leeds.ac.uk/yawya/science-and-nutrition/Religion%20and%20food.html>
<http://www.legislation.gov.uk/ukpga/1968/67/section/10>
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Deviceslearningmodules/Basicobservations/index.htm#l4>
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Deviceslearningmodules/Devicesinpractice/index.htm>
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Medicineslearningmodules/FAQsforthelearningmodules/index.htm>
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Medicineslearningmodules/index.htm>
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Medicineslearningmodules/Reducingmedicinerisk/index.htm>
<http://www.mhra.gov.uk/Safetyinformation/index.htm>
<http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/healthcare-associated-infections/training-resources/preventing-infection-in-care-resources.aspx>
<http://www.nhs.uk/choiceintheNHS/Rightsandpledges/complaints/Pages/NHScomplaints.aspx>
<http://www.nhs.uk/chq/Pages/1391.aspx?CategoryID=73>
<http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/why-breastfeed.aspx#close>
<http://www.nhs.uk/conditions/Self-injury/Pages/Introduction.aspx>
<http://www.nhs.uk/conditions/Suicide/Pages/Introduction.aspx>
<http://www.nhs.uk/news/2013/12December/Pages/NICE-issues-warning-over-dangerous-IV-drip-use.aspx>
<http://www.nhs.uk/Planners/Yourhealth/Pages/Careplan.aspx>
<http://www.nhs.uk/Planners/Yourhealth/Pages/Whatisselfcare.aspx>
<http://www.nhs.uk/Tools/Pages/Healthyweightcalculator.aspx>
<http://www.nhs.uk/Tools/Pages/Toolslibrary.aspx?Tag=Fitness>
<http://www.nhs.uk/Tools/Pages/Toolslibrary.aspx?Tag=Healthy+eating>
<http://www.nhs.uk/Tools/Pages/Wellbeing-self-assessment.aspx>
<http://www.nhscareers.nhs.uk/explore-by-career/allied-health-professions/careers-in-the-allied-health-professions/dietitian/>
<http://www.nice.org.uk/guidance>
<http://www.nice.org.uk/guidance/CG133>

<http://www.nice.org.uk/guidance/CG134>
<http://www.nice.org.uk/guidance/CG138/chapter/introduction>
<http://www.nice.org.uk/guidance/cg139>
<http://www.nice.org.uk/guidance/CG32>
<http://www.nice.org.uk/guidance/Cg50>
<http://www.nice.org.uk/guidance/NG5>
<http://www.nice.org.uk/guidance/PH49>
<http://www.nice.org.uk/guidance/PH6>
<http://www.nice.org.uk/guidance/qs13>
<http://www.nice.org.uk/Guidance/Service-delivery--organisation-and-staffing/Medicines-management/Medicines-management--general->
<http://www.nmc-uk.org/media/Latest-news/NMC-and-GMC-release-joint-statement-on-professional-values/>
<http://www.nmc-uk.org/Nurses-and-midwives/Raising-and-escalating-concerns/>
<http://www.nmc-uk.org/Publications/Guidance/>
<http://www.nmc-uk.org/Publications/Standards/>
<http://www.nric.org.uk/>
<http://www.nrls.npsa.nhs.uk/>
<http://www.nrls.npsa.nhs.uk/resources/?EntryId45=133441>
<http://www.nrls.npsa.nhs.uk/resources/?entryid45=59806&char=P>
<http://www.nrls.npsa.nhs.uk/resources/?entryid45=59823>
<http://www.nuffieldtrust.org.uk/publications/integrated-care-patients-populations-improving->
<http://www.nursinginpractice.com/article/compassion-practice-6-cs>
<http://www.nursingtimes.net/core-principles-on-self-care-increase-patient-responsibility/1328256.article>
<http://www.nutrition.org.uk>
<http://www.patient.co.uk/doctor/peg-feeding-tubes-indications-and-management>
<http://www.patient.co.uk/health/bmi-calculator>
<https://www.rcn.org.uk/clinical-topics/nutrition-and-hydration/current-work/patient-safety>
<http://www.patientsafetyfirst.nhs.uk/Content.aspx?path=/interventions/>
<https://www.england.nhs.uk/five-year-forward-view/next-steps-on-the-nhs-five-year-forward-view/patient-safety/>
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0ahUKEwiN-bO1I_baAhXHJ1AKHR4_DBAQFgg-MAM&url=http%3A%2F%2Fwww.nrls.npsa.nhs.uk%2FEasySiteWeb%2Fgetresource.axd%3FAssetID%3D60172%26servicetype%3DAttachment%26type%3Dfull&usg=AOvVaw0H0csJHvCW3D8gFjq0XLLY
<http://www.pointofcarefoundation.org.uk/Home/>
<http://www.publichealth.hscni.net/directorate-nursing-and-allied-health-professions/nursing>

<https://www.rcn.org.uk/professional-development/principles-of-nursing-practice>
<https://www.evidence.nhs.uk/search?q=cultural+diversity+and+nursing+practice>
<https://www.rcn.org.uk/clinical-topics/clinical-governance>
<https://www.rcn.org.uk/-/media/royal-college-of-nursing/documents/publications/2011/december/pub-003284.pdf>
<http://www.who.int/en/news-room/fact-sheets/detail/obesity-and-overweight>
<https://www.rcn.org.uk/clinical-topics/infection-prevention-and-control>
<https://www.rcn.org.uk/clinical-topics/older-people>
<http://www.rcslt.com/speech-and-language-therapy/what-is-an-slt>
<http://www.unicef.org.uk/babyfriendly/about-baby-friendly/breastfeeding-in-the-uk/>
<http://www.vipscore.net/>
<http://www.wales.nhs.uk/sitesplus/888/page/75726>
<http://www.who.int/gpsc/en/>
<http://www.who.int/topics/ageing/en/>
<https://www.gov.uk/government/collections/notifiable-diseases>
<https://www.gov.uk/government/collections/public-health-outcomes-framework>
<https://www.gov.uk/government/organisations/public-health-england>
<https://www.gov.uk/government/policies/improving-quality-of-life-for-people-with-long-term-conditions>
<https://www.gov.uk/government/publications/controlled-drugs-list>
<https://www.gov.uk/government/publications/infection-prevention-and-control-in-care-homes-information-resource-published>
<https://www.gov.uk/healthcare-waste>
<https://www.nice.org.uk/Search?area=NICE.Search&q=infection+control>
<https://www.rcn.org.uk/professional-development/your-career/nurse/career-crossroads/career-ideas-and-inspiration/research>
<https://www.rcplondon.ac.uk/resources/national-early-warning-score-news>
<https://www.resus.org.uk/pages/guide.htm>
<https://www.resus.org.uk/pages/Public.htm>
<https://yellowcard.mhra.gov.uk/>
www.nice.org.uk/guidance/CG174

<https://www.nmc.org.uk/about-us/our-role/our-strategy/>
<https://www.nmc.org.uk/globalassets/sitedocuments/annual-reports-and-accounts/strategy-2015-2020.pdf>
<https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/SBAR-Implementation-and-Training-Guide.pdf>
<http://www.oneviewhealthcare.com/the-eight-principles-of-patient-centered-care/>

<https://www.england.nhs.uk/five-year-forward-view/next-steps-on-the-nhs-five-year-forward-view/patient-safety/>

<https://www.rcn.org.uk/centenary/projects/100-top-tips/learning-and-development>

<https://www.rcn.org.uk/clinical-topics/clinical-governance/five-key-themes>

<https://www.rcn.org.uk/clinical-topics/clinical-governance/patient-focus>

<https://www.rcn.org.uk/clinical-topics/clinical-governance/quality-improvement>

<https://www.rcn.org.uk/clinical-topics/clinical-governance/staff-focus>

<https://www.rcn.org.uk/clinical-topics/clinical-governance/leadership>

<https://www.rcn.org.uk/clinical-topics/clinical-governance/information-focus>

<https://www.rcn.org.uk/clinical-topics/infection-prevention-and-control>

<https://www.rcn.org.uk/clinical-topics/infection-prevention-and-control/antimicrobial-resistance>

<http://www.euro.who.int/en/health-topics/emergencies/ebola-outbreak-2014/technical-information/infection-prevention-and-control>

<https://www.rcn.org.uk/professional-development/principles-of-nursing-practice/principles-of-nursing-practice-films>

<https://www.rcn.org.uk/-/media/royal-college-of-nursing/documents/publications/2008/october/pub-003034.pdf>

<http://www.wales.nhs.uk/sitesplus/888/page/75726>

<https://www.england.nhs.uk/>

<http://www.wales.nhs.uk/>

<http://www.healthscotland.scot/>

<https://www.nhs.uk/pages/home.aspx>

<https://www.nice.org.uk/>

http://www.who.int/patientsafety/education/curriculum/who_mc_topic-11.pdf

<https://www.evidence.nhs.uk/search?q=drug%20calculations>

<http://www.testandcalc.com/drugcalc/index.asp>

<http://www.who.int/influenza/resources/en/>

<http://www.who.int/influenza/preparedness/en/>

<http://www.who.int/ageing/global-strategy/en/>

Domain 4: Leadership, management and team working

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
Competency 1. All nurses must act as change agents and provide leadership through quality improvement and service development to enhance people's wellbeing and experience of healthcare.	Responds appropriately when people want to complain, providing assistance and support. OAC 12,2	Y	Y	E*
	Shares complaints, compliments and comments with the team in order to improve care. OAC 12,5.			
	As an individual team member and team leader, actively seeks and learns from feedback to enhance care and own and others professional development OAC 12,8	Y	Y	Y
	Actively consults and explores solutions and ideas with others to enhance care. OAC14,6.		Y	Y
	Challenges the practice of self and others across the multi-professional team. OAC,14,7	Y		Y
	Appropriately reports concerns regarding staffing and skill mix and acts to resolve issues that may impact on the safety of service users. OAC,17,9		Y	Y
	Reflects on and learns from safety incidents as an individual and as a team member and contributes to team learning. OAC,18,9	Y		
	Challenges others who do not follow procedures. NFM.30,5.	Y		
	Participates in clinical audit to improve the safety of service users. OAC,18,10	Y	Y	
Competency 2. All nurses must systematically evaluate care and ensure that they and others use the findings to help improve peoples' experience and care outcomes and to shape future services.	Evaluates the effect of interventions taking account of people's and carers' interpretation of physical, emotional and behavioural changes. OAC,10,9	Y	Y	E
	Acts autonomously and takes responsibility for collaborative assessment and planning of care delivery with the person, their carers and their family. OAC9,13.	Y		
	Involves the person in review and adjustments to care, communicating changes to colleagues. OAC10,10.		Y	E

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing specific
Competency 3. All nurses must be able to identify priorities and manage time and resources effectively to ensure the quality of care is maintained.	Prioritises the needs of groups of people and individuals in order to provide care effectively and efficiently. OAC10,7.		Y	Y
	Actively responds to feedback. OAC12,6	Y		
	Demonstrates effective time management. OAC17,7	Y		
	Manages time effectively. OAC 16,5			Y
	Negotiates with others in relation to balancing competing and conflicting priorities. OAC16,6.		Y	Y
	Ensures that appropriate food and fluids are available as required. NFM.30,8.		Y	
	Ensure appropriate assistance and support is available to enable people to eat. NFM30,6.	Y		
	Manages overall environment to minimise risk. IPC 22,11.			E
Competency 4 . All nurses must be self-aware and recognise how their own values, principles and assumptions may affect their practice. They must maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.	Acts professionally to ensure that personal judgements, prejudices, values, attitudes and beliefs do not compromise care. CCC3, 4.	Y	Y	E
	Is acceptant of differing cultural traditions, beliefs, UK legal frameworks and professional ethics when planning care with people and their families and carers. CCC4, 5.	Y		E
	Has insight into own values and how these may impact on interactions with others. CCC5, 10.	Y		Y
	Recognises and addresses deficits in knowledge and skill in self and others and takes appropriate action. OAC15, 5.	Y	E	E

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Bases decisions on evidence and uses experience to guide decision-making. OAC16, 3.		E	Y
Competency 5. All nurses must facilitate nursing students and others to develop their competence, using a range of professional and personal development skills.	Acts as a positive role model in promoting a professional image. CCC1,10.	Y		E
	Acts as an effective role model in decision making, taking action and supporting others. OAC14, 9.		Y	E
	Prepares, supports and supervises those to whom care has been delegated. OAC15, 4.		Y	
	Takes responsibility and accountability for delegating care to others. OAC15,3	Y		Y
	Acts as a positive role model for others. OAC16,4		Y	Y
	Inspires confidence and provides clear direction to others. OAC16, 1.	Y		
Competency 6. All nurses must work independently as well as in teams. They must be able to take the lead in coordinating, delegating and supervising care safely, managing risk and remaining accountable for the care given.	Works autonomously, confidently and in partnership with people, their families and carers to ensure that needs are met through care planning and delivery, including strategies for self care and peer support. CCC2,13.	Y	Y	Y
	Acts as a role model in developing trusting relationships, within professional boundaries. CCC1,11	Y	Y	
	Actively consults and explores solutions and ideas with others to enhance care. OAC14, 6.		Y	Y
	Works inter-professionally and autonomously as a means of achieving optimum outcomes for people. OAC14,10.		Y	Y
	Safeguards the safety of self and others, and adheres to lone working policies when working in the community setting and in people's homes. OAC14,11.		Y	

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing specific
	Works within local policies when working in the community setting including people's homes and ensures the safety of others. OAC17,12	Y		
	Identifies suitable alternatives when isolation facilities are unavailable and principles have to be applied in unplanned circumstances. IPC23,8	Y		
	Ensures that people including colleagues are aware of and adhere to local policies in relating to isolation and infection control procedures. IPC,23,7		Y	
	Works within national and local policies and ensures others do the same. MM40,2		Y	
	Works confidently as part of the team and, where relevant, as leader of the team to develop treatment options and choices with the person receiving care and their carers. MM.35,9		Y	
	Works within the requirements of the Code (NMC 2018) in delegating care and when care is delegated to them. OAC15, 2.	E		
Competency 7. All nurses must work effectively across professional and agency boundaries, actively involving and respecting others' contributions to integrated person-centred care. They must know when and how to communicate with and refer to other professionals and agencies in order to respect the choices of service users and others, promoting shared decision making, to deliver positive outcomes and to coordinate smooth, effective transition within and between services and agencies.	Assists in preparing people and carers for transfer and transition through effective dialogue and accurate information. OAC13,1.	Y	Y	Y
	Reports issues and people's concerns regarding transfer and transition. OAC13,2.		Y	
	Assists in the preparation of records and reports to facilitate safe and effective transfer. OAC13,3.			Y

Online Resources

Below are some useful online links which can be used to support preparation for the NMC's Test of Competence. These online links are not exhaustive, and many other useful sources will exist. The links are designed to help candidates identify gaps as they explore each domain and competence. Candidates should consider the need for revision and consolidation of knowledge before taking the test of competence. Please copy and paste the links into your web browser to access the information.

<http://patientsafety.health.org.uk/resources>

http://personcentredcare.health.org.uk/?gclid=CKGZhcg_x8ACFZMRtAod-xoAbQ

<http://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/>

<http://www.flyingstart.scot.nhs.uk/learning-programmes/safe-practice/clinical-governance/>

<https://digital.nhs.uk/data-and-information/clinical-audits-and-registries>

<http://www.legislation.gov.uk/ukxi/2001/3998/contents/made>

<http://www.nmc-uk.org/Nurses-and-midwives/Revalidation/>

<https://improvement.nhs.uk/improvement-hub/patient-safety/>

<http://patientsafety.health.org.uk/>

<https://www.rcn.org.uk/clinical-topics/clinical-governance>

<https://www.rcn.org.uk/library/subject-guides/infection-prevention-and-control-subject-guide>

http://www.who.int/topics/infection_control/en/

<https://www.evidence.nhs.uk/search?q=patient%20transfer%20between%20hospitals>

<https://www.rcn.org.uk/library/subject-guides/leadership-subject-guide>

http://www.nhsemployers.org/-/media/Employers/Documents/Retain-and-improve/Workers-guide_Le0882_3.pdf?dl=1