

The Test of Competence 2021

Children's nursing
blueprint

Introduction

We approve pre-registration nursing programmes in the United Kingdom.

Applicants to the **children's nursing** part of our register who do not hold an NMC-approved qualification will follow an alternate route to the register.

This route includes an evaluation of the qualification they hold. If their qualification is found not to be comparable to an NMC-approved qualification, the applicant will be required to complete a test of competence, or undertake an approved compensation measure if trained in the EEA but outside the UK.

This blueprint gives an overview of how each of the standards of proficiency for registered nurses and associated skills and procedures may be tested in the Test of Competence 2021 (ToC 21).

How to use this blueprint

The ToC 21 is made up of two parts: a multiple-choice computer based test (CBT) and a practical objective structured clinical examination (OSCE).

The blueprint shows how the standards of proficiency and associated skills and procedures for registered nurses may be tested in either the CBT, OSCE or both parts.

Applicants can use the blueprint to prepare for each part of the test.

The blueprint is mapped to the platforms in our [Standards of proficiency for registered nurses \(2018\)](#).

The seven platforms are:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care

The communication and relationship management skills and nursing procedures identified in Annexe A and B are mapped in the blueprint to the seven platforms.

Proficiencies marked with '**PSP**' are patient safety proficiencies - these must be passed in the OSCE.

Platform 1: Being an accountable professional




Proficiency	May be tested by CBT	May be tested by OSCE
1.1 Understand and act in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates, and fulfil all registration requirements (PSP)	✓	✓
1.2 Understand and apply relevant legal, regulatory and governance requirements, policies and ethical frameworks, including any mandatory reporting duties, to all areas of practice (PSP)	✓	✓
1.3 Understand and apply the principles of courage, transparency and the professional duty of candour, recognising and reporting any situations, behaviours or errors that could result in poor care outcomes (PSP)	✓	✓
1.4 Demonstrate an understanding of, and the ability to, challenge discriminatory behaviour	✓	
1.5 Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or colleagues and the action required to minimise risks to health	✓	
1.6 Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care	✓	
1.7 Demonstrate an understanding of research methods, ethics and governance in order to critically analyse, safely use, share and apply research findings to promote and inform best nursing practice	✓	
1.8 Demonstrate the knowledge, skills and ability to think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations	✓	
1.9 Understand the need to base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions	✓	✓

Proficiency	May be tested by CBT	May be tested by OSCE
<p>1.10 Demonstrate resilience and emotional intelligence and be capable of explaining the rationale that influences their judgments and decisions in routine, complex and challenging situations</p>	✓	✓
<p>1.11 Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges (PSP)</p> <p>Annexe A</p> <p>1. Underpinning communication skills for assessing, planning, providing and managing best practice, evidence-based nursing care</p> <p>1.1 actively listen, recognise and respond to verbal and non-verbal cues</p> <p>1.2 use prompts and positive verbal and non-verbal reinforcement</p> <p>1.3 use appropriate non-verbal communication including touch, eye contact and personal space</p> <p>1.4 make appropriate use of open and closed questioning</p> <p>1.5 use caring conversation techniques</p> <p>1.6 check understanding and use clarification techniques</p> <p>1.7 be aware of own unconscious bias in communication encounters</p> <p>1.12 recognise the need for, and facilitate access to, translator services and material.</p>	✓	✓
<p>1.12 Demonstrate the skills and abilities required to support people at all stages of life who are emotionally or physically vulnerable (PSP)</p> <p>Annexe A</p> <p>2. Evidence-based, best practice approaches to communication for supporting people of all ages, their families and carers in preventing ill health and in managing their care</p> <p>2.1 share information and check understanding about the causes, implications</p>	✓	✓

Proficiency	May be tested by CBT	May be tested by OSCE
and treatment of a range of common health conditions including anxiety, depression, memory loss, diabetes, dementia, respiratory disease, cardiac disease, neurological disease, cancer, skin problems, immune deficiencies, psychosis, stroke and arthritis		
1.13 Demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families, carers and colleagues		✓
<p>1.14 Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people’s values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments</p> <p>Annexe A</p> <p>2. Evidence-based, best practice approaches to communication for supporting people of all ages, their families and carers in preventing ill health and in managing their care</p> <p>2.2 use clear language and appropriate, written materials, making reasonable adjustments where appropriate in order to optimise people’s understanding of what has caused their health condition and the implications of their care and treatment</p>	✓	✓
<p>1.15 Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective nursing practice (PSP)</p> <p>Annexe A</p> <p>1. Underpinning communication skills for assessing, planning, providing and managing best practice, evidence-based nursing care</p> <p>1.9 confidently and clearly present and share verbal and written reports with individuals</p>		✓

Proficiency	May be tested by CBT	May be tested by OSCE
<p>and groups</p> <p>1.10 analyse and clearly record and share digital information and data</p> <p>1.11 provide clear verbal, digital or written information and instructions when delegating or handing over responsibility for care</p>		
<p>1.16 Demonstrate the ability to keep complete, clear, accurate and timely records (PSP)</p> <p>Annexe A</p> <p>1. Underpinning communication skills for assessing, planning, providing and managing best practice, evidence-based nursing care</p> <p>1.8 write accurate, clear, legible records and documentation</p>		✓
<p>1.17 Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop their professional knowledge and skills</p>	✓	
<p>1.18 Demonstrate the knowledge and confidence to contribute effectively and proactively in an interdisciplinary team</p>	✓	✓
<p>1.19 Act as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services</p>	✓	✓
<p>1.20 Safely demonstrate evidence based practice in all skills and procedures stated in Annexes A and B.</p> <p>These have been mapped to the proficiencies and integrated across the platforms. See individual platforms for full details.</p>	✓	✓

Platform 2: Promoting health and preventing ill health

Proficiency	May be tested by CBT	May be tested by OSCE
<p>2.1 Understand and apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people</p> <p>Annexe A</p> <p>2. Evidence-based, best practice approaches to communication for supporting people of all ages, their families and carers in preventing ill health and in managing their care</p> <p>2.3 recognise and accommodate sensory impairments during all communications</p> <p>2.4 support and manage the use of personal communication aids</p> <p>2.5 identify the need for and manage a range of alternative communication techniques</p> <p>2.6 use repetition and positive reinforcement strategies</p> <p>2.8 provide information and explanation to people, families and carers and respond to questions about their treatment and care and possible ways of preventing ill health to enhance understanding</p> <p>2.9 engage in difficult conversations, including breaking bad news and support people who are feeling emotionally or physically vulnerable or in distress, conveying compassion and sensitivity.</p>		
<p>2.2 Demonstrate knowledge of epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing and apply this to an understanding of global patterns of health and wellbeing outcomes</p>		

Proficiency	May be tested by CBT	May be tested by OSCE
2.3 Understand the factors that may lead to inequalities in health outcomes	✓	
2.4 Identify and use all appropriate opportunities, making reasonable adjustments when required, to discuss the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of people's individual circumstances	✓	✓
2.5 Promote and improve mental, physical, behavioural and other health related outcomes by understanding and explaining the principles, practice and evidence-base for health screening programmes	✓	
2.6 Understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing	✓	✓
2.7 Understand and explain the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes	✓	
<p>2.8 Explain and demonstrate the use of up to date approaches to behaviour change to enable people to use their strengths and expertise and make informed choices when managing their own health and making lifestyle adjustments</p> <p>Annexe A</p> <p>2. Evidence-based, best practice approaches to communication for supporting people of all ages, their families and carers in preventing ill health and in managing their care</p> <p>2.7 assess motivation and capacity for behaviour change and clearly explain cause and effect relationships related to common health risk behaviours including</p>	✓	✓






Proficiency	May be tested by CBT	May be tested by OSCE
smoking, obesity, sexual practice, alcohol and substance use		
<p>2.9 Use appropriate communication skills and strength based approaches to support and enable people to make informed choices about their care to manage health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capability, ill health and disability</p>	✓	✓
<p>2.10 Provide information in accessible ways to help people understand and make decisions about their health, life choices, illness and care</p>	✓	✓
<p>2.11 Promote health and prevent ill health by understanding and explaining to people the principles of pathogenesis, immunology and the evidence-base for immunisation, vaccination and herd immunity</p>	✓	✓
<p>2.12 Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance (PSP)</p> <p>Annexe B</p> <p>4. Use evidence-based, best practice approaches for meeting the needs for care and support with hygiene and the maintenance of skin integrity, accurately assessing the person’s capacity for independence and self-care and initiating appropriate interventions</p> <p>4.6 use aseptic techniques when undertaking wound care including dressings, pressure bandaging, suture removal and vacuum closures</p> <p>4.7 use aseptic techniques when managing wound and drainage processes</p> <p>Annexe B</p>	✓	✓

Proficiency	May be tested by CBT	May be tested by OSCE
<p>9. Use evidence-based, best practice approaches for meeting 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</p> <p>9.1 observe, assess and respond rapidly to potential infection risks using best practice guidelines</p> <p>9.2 use standard precautions protocols</p> <p>9.3 use effective aseptic, non-touch techniques</p> <p>9.4 use appropriate personal protection equipment</p> <p>9.5 implement isolation procedures</p> <p>9.6 use evidence-based hand hygiene techniques</p> <p>9.7 safely decontaminate equipment and environment</p> <p>9.8 safely use and dispose of waste, laundry and sharps</p> <p>9.9 safely assess and manage invasive medical devices and lines.</p>		

Platform 3: Assessing needs and planning care

Proficiency	May be tested by CBT	May be tested by OSCE
<p>3.1 Demonstrate and apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans.</p>	✓	✓
<p>3.2 Demonstrate and apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>Annexe B</p> <p>4. Use evidence-based, best practice approaches for meeting the needs for care and support with hygiene and the maintenance of skin integrity, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions</p> <p>4.8 assess, respond effectively manage pyrexia and hypothermia</p>	✓	✓
<p>3.3 Demonstrate and apply knowledge of all commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and accurate assessments of nursing care needs and when developing, prioritising and reviewing person centred care plans (PSP)</p> <p>Annexe B</p> <p>1. Use evidence-based, best practice approaches to take a history, observe, recognise and accurately assess people of</p>	✓	✓

Proficiency	May be tested by CBT	May be tested by OSCE
<p>all ages:</p> <p>1.1 mental health and wellbeing status</p> <p>1.1.2 cognitive health status and wellbeing</p> <p>1.1.3 signs of cognitive distress and impairment</p> <p>1.1.4 behavioural distress based needs</p> <p>1.1.5 signs of mental and emotional distress including agitation, aggression and challenging behaviour</p> <p>1.2 physical health and wellbeing</p> <p>1.2.1 symptoms and signs of physical ill health</p> <p>1.2.2 symptoms and signs of physical distress</p> <p>Note: In addressing the above the candidate must ensure they are ready to demonstrate procedures at an appropriate level for the child field of nursing practice when undertaking procedures for assessing needs for person centred care.</p>		
<p>3.4 Understand and apply a person-centred approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages</p>	✓	✓
<p>3.5 Demonstrate the ability to accurately process all information gathered during the assessment process to identify needs for individualised nursing care and develop person-centred evidence-based plans for nursing interventions with agreed goals</p>		✓
<p>3.6 Effectively assess a person's capacity to make decisions about their own care and to give or withhold consent (PSP)</p>	✓	✓

Proficiency	May be tested by CBT	May be tested by OSCE
<p>3.7 Understand and apply the principles and processes for making reasonable adjustments</p> <p>Annexe A</p> <ul style="list-style-type: none"> 2. Evidence-based, best practice approaches to communication for supporting people of all ages, their families and carers in preventing ill health and in managing their care 2.3 recognise and accommodate sensory impairments during all communications 2.4 support and manage the use of personal communication aids 2.5 identify the need for and manage a range of alternative communication techniques 		
<p>3.8 Understand and apply the relevant laws about mental capacity for the country in which you are practising when making decisions in relation to people who do not have capacity</p>		
<p>3.9 Recognise and assess people at risk of harm and the situations that may put them at risk, ensuring prompt action is taken to safeguard those who are vulnerable (PSP)</p> <p>Annexe B</p> <ul style="list-style-type: none"> 1. Use evidence-based, best practice approaches to take a history, observe, recognise and accurately assess people of all ages: <ul style="list-style-type: none"> 1.1.1 signs of mental and emotional distress or vulnerability 2. Use evidence-based, best practice approaches to undertake the following procedures: <ul style="list-style-type: none"> 2.11 recognise and respond to signs of all forms of abuse 		






Proficiency	May be tested by CBT	May be tested by OSCE
<p>Note: In addressing the above the candidate must ensure they are ready to demonstrate procedures at an appropriate level for the child field of nursing practice when undertaking procedures for assessing needs for person centred care.</p>		
<p>3.10 Demonstrate the skills and abilities required to recognise and assess people who show signs of self-harm and/or suicidal ideation (PSP)</p> <p>Annexe B</p> <p>1. Use evidence-based, best practice approaches to take a history, observe, recognise and accurately assess people of all ages:</p> <p>1.1.6 signs of self-harm and/or suicidal ideation</p> <p>Note: In addressing the above the candidate must ensure they are ready to demonstrate procedures at an appropriate level for the child field of nursing practice when undertaking procedures for assessing needs for person centred care.</p>	✓	✓
<p>3.11 Undertake routine investigations, interpreting and sharing findings as appropriate</p>	✓	✓
<p>3.12 Interpret results from routine investigations, taking prompt action when required by implementing appropriate interventions, requesting additional investigations or escalating to others (PSP)</p> <p>Annexe B</p> <p>1. Use evidence-based, best practice approaches to take a history, observe, recognise and accurately assess people of all ages:</p> <p>1.2.3 symptoms and signs of deterioration</p>	✓	✓

Proficiency	May be tested by CBT	May be tested by OSCE
<p>and sepsis.</p> <p>2. Use evidence-based, best practice approaches to undertake the following procedures:</p> <p>2.1 take, record and interpret vital signs manually and via technological devices</p> <p>2.2 undertake venepuncture and cannulation and blood sampling, interpreting normal and common abnormal blood profiles and venous blood gases</p> <p>2.3 set up and manage routine electrocardiogram (ECG) investigations and interpret normal and commonly encountered abnormal traces</p> <p>2.4 manage and monitor blood component transfusions</p> <p>2.5 manage and interpret cardiac monitors, infusion pumps, blood glucose monitors and other monitoring devices</p> <p>2.6 accurately measure weight and height, calculate body mass index and recognise healthy ranges and clinically significant low/high readings</p> <p>2.7 undertake a whole body systems assessment including respiratory, circulatory, neurological, musculoskeletal, cardiovascular and skin status</p> <p>2.8 undertake chest auscultation and interpret findings</p> <p>2.9 collect and observe sputum, urine, stool and vomit specimens, undertaking routine analysis and interpret</p> <p>2.10 measure and interpret blood glucose levels</p> <p>2.12 undertake, respond to and interpret neurological observations and</p>		



Proficiency	May be tested by CBT	May be tested by OSCE
<p>assessments</p> <p>2.13 identify and respond to signs of deterioration and sepsis</p> <p>2.17 recognise and respond to challenging behaviour, providing appropriate safe holding and restraint.</p> <p>Note: In addressing the above the candidate must ensure they are ready to demonstrate procedures at an appropriate level for the child field of nursing practice when undertaking procedures for assessing needs for person centred care.</p>		
<p>3.13 Demonstrate an understanding of co-morbidities and the demands of meeting people's complex nursing and social care needs when prioritising care plans</p>	✓	✓
<p>3.14 Identify and assess the needs of people and families for care at the end of life, including requirements for palliative care and decision making related to their treatment and care preferences</p> <p>Annexe B</p> <p>10. Use evidence-based, best practice approaches for meeting needs for care and support at the end of life, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions</p> <p>10.1 observe, and assess the need for intervention for people, families and carers, identify, assess and respond appropriately to uncontrolled symptoms and signs of distress including pain, nausea, thirst, constipation, restlessness, agitation, anxiety and depression</p> <p>10.3 assess and review preferences and care priorities of the dying person and</p>	✓	✓



Proficiency	May be tested by CBT	May be tested by OSCE
their family and carers		
3.15 Demonstrate the ability to work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and care, sharing decision making and readjusting agreed goals, documenting progress and decisions made	✓	✓
3.16 Demonstrate knowledge of when and how to refer people safely to other professionals or services for clinical intervention or support	✓	

Platform 4: Providing and evaluating care

Proficiency	May be tested by CBT	May be tested by OSCE
<p>4.1 Demonstrate and apply an understanding of what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care (PSP)</p> <p>Annexe B</p> <p>3. Use evidence-based, best practice approaches for meeting needs for care and support with rest, sleep, comfort and the maintenance of dignity, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions</p> <p>3.1 observe and assess comfort and pain levels and rest and sleep patterns</p> <p>3.2 use appropriate bed-making techniques including those required for people who are unconscious or who have limited mobility</p> <p>3.3 use appropriate positioning and pressure-relieving techniques</p> <p>3.4 take appropriate action to ensure privacy and dignity at all times</p> <p>3.5 take appropriate action to reduce or minimise pain or discomfort</p> <p>3.6 take appropriate action to reduce fatigue, minimise insomnia and support improved rest and sleep hygiene</p>		
<p>4.2 Work in partnership with people to encourage shared decision making in order to support individuals, their families and carers to manage their own care when appropriate</p>		
<p>4.3 Demonstrate the knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions</p>		





Proficiency	May be tested by CBT	May be tested by OSCE
<p>Annexe A</p> <p>3. Evidence-based, best practice communication skills and approaches for providing therapeutic interventions</p> <p>3.1 motivational interview techniques</p> <p>3.2 solution focused therapies</p> <p>3.3 reminiscence therapies</p> <p>3.4 talking therapies</p> <p>3.5 de-escalation strategies and techniques</p> <p>3.6 cognitive behavioural therapy techniques</p> <p>3.7 play therapy</p> <p>3.8 distraction and diversion strategies</p> <p>3.9 positive behaviour support approaches</p> <p>Note: In addressing the above the candidate must ensure they are ready to demonstrate procedures at an appropriate level for the child field of nursing practice when undertaking procedures for assessing needs for person centred care.</p>		
<p>4.4 Demonstrate the knowledge and skills required to support people with commonly encountered mental health, behavioural, cognitive and learning challenges, and act as a role model for others in providing high quality nursing interventions to meet people's needs (PSP)</p>	✓	✓
<p>4.5 Demonstrate the knowledge and skills required to support people with commonly encountered physical health conditions, their medication usage and treatments, and act as a role model for others in providing high quality nursing interventions when meeting people's needs</p>	✓	✓

Proficiency	May be tested by CBT	May be tested by OSCE
<p>4.6 Demonstrate the knowledge, skills and ability to act as a role model for others in providing evidence-based nursing care to meet people's needs related to nutrition, hydration and bladder and bowel health</p> <p>Annexe B</p> <p>5. Use evidence-based, best practice approaches for meeting needs for care and support with nutrition and hydration, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions</p> <p>5.1 observe, assess and optimise nutrition and hydration status and determine the need for intervention and support</p> <p>5.2 use contemporary nutritional assessment tools</p> <p>5.3 assist with feeding and drinking and use appropriate feeding and drinking aids</p> <p>5.4 record fluid intake and output and identify, respond to and manage dehydration or fluid retention</p> <p>5.5 identify, respond to and manage nausea and vomiting</p> <p>5.6 insert, manage and remove oral/nasal/gastric tubes</p> <p>5.7 manage artificial nutrition and hydration using oral, enteral and parenteral routes</p> <p>5.8 manage the administration of IV fluids</p> <p>5.9 manage fluid and nutritional infusion pumps and devices.</p> <p>6. Use evidence-based, best practice approaches for meeting needs for care and support with bladder and bowel health, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions</p> <p>6.1 observe and assess level of urinary and bowel continence to determine the need for support and intervention assisting with toileting, maintaining dignity and privacy</p>		

Proficiency	May be tested by CBT	May be tested by OSCE
<p>and managing the use of appropriate aids</p> <p>6.2 select and use appropriate continence products; insert, manage and remove catheters for all genders; and assist with self-catheterisation when required</p> <p>6.3 manage bladder drainage</p> <p>6.4 assess bladder and bowel patterns to identify and respond to constipation, diarrhoea and urinary and faecal retention</p> <p>6.5 administer enemas and suppositories and undertake rectal examination and manual evacuation when appropriate</p> <p>6.6 undertake stoma care identifying and using appropriate products and approaches</p>		
<p>4.7 Demonstrate the knowledge, skills and ability to act as a role model for others in providing evidence-based, person-centred nursing care to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity</p> <p>Annexe B</p> <p>4. Use evidence-based, best practice approaches for meeting the needs for care and support with hygiene and the maintenance of skin integrity, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions</p> <p>4.1 observe, assess and optimise skin and hygiene status and determine the need for support and intervention</p> <p>4.2 use contemporary approaches to the assessment of skin integrity and use appropriate products to prevent or manage skin breakdown</p> <p>4.3 assess needs for and provide appropriate assistance with washing, bathing, shaving and dressing</p> <p>4.4 identify and manage skin irritations and rashes</p> <p>4.5 assess needs for and provide appropriate oral, dental, eye and nail care</p>		

Proficiency	May be tested by CBT	May be tested by OSCE
<p>and decide when an onward referral is needed</p> <p>Annexe B</p> <p>7. Use evidence-based, best practice approaches for meeting needs for care and support with mobility and safety, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions</p> <p>7.1 observe and use evidence-based risk assessment tools to determine need for support and intervention to optimise mobility and safety, and to identify and manage risk of falls using best practice risk assessment approaches</p> <p>7.2 use a range of contemporary moving and handling techniques and mobility aids</p> <p>7.3 use appropriate moving and handling equipment to support people with impaired mobility</p> <p>7.4 use appropriate safety techniques and devices.</p>		
<p>4.8 Demonstrate the knowledge and skills required to identify and initiate appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain</p>	✓	✓
<p>4.9 Demonstrate the knowledge and skills required to prioritise what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care of people who are dying, families, the deceased and the bereaved</p> <p>Annexe B</p> <p>10. Use evidence-based, best practice approaches for meeting needs for care and support at the end of life, accurately assessing the person's capacity for independence and self care and initiating appropriate interventions</p> <p>10.2 manage and monitor effectiveness of</p>	✓	✓

Proficiency	May be tested by CBT	May be tested by OSCE
<p>symptom relief medication, infusion pumps and other devices</p> <p>10.4 understand and apply organ and tissue donation protocols, advanced planning decisions, living wills and health and lasting powers of attorney for health</p> <p>10.5 understand and apply DNACPR (do not attempt cardiopulmonary resuscitation) decisions and verification of expected death</p> <p>10.6 provide care for the deceased person and the bereaved respecting cultural requirements and protocols</p>		
<p>4.10 Demonstrate the knowledge and ability to respond proactively and promptly to signs of deterioration or distress in mental, physical, cognitive and behavioural health and use this knowledge to make sound clinical decisions (PSP)</p>	✓	✓
<p>4.11 Demonstrate the knowledge and skills required to initiate and evaluate appropriate interventions to support people who show signs of self-harm and/or suicidal ideation (PSP)</p>	✓	✓
<p>4.12 Demonstrate the ability to manage commonly encountered devices and confidently carry out related nursing procedures to meet people's needs for evidence based, person-centred care</p> <p>Annexe B</p> <p>8. Use evidence-based, best practice approaches for meeting needs for respiratory care and support, accurately assessing the person's capacity for independence and self-care and initiating appropriate interventions</p> <p>8.1 observe and assess the need for intervention and respond to restlessness, agitation and breathlessness using appropriate interventions</p> <p>8.2 manage the administration of oxygen</p>	✓	✓

Proficiency	May be tested by CBT	May be tested by OSCE
<p>using a range of routes and best practice approaches</p> <p>8.3 take and interpret peak flow and oximetry measurements</p> <p>8.4 use appropriate nasal and oral suctioning techniques</p> <p>8.5 manage inhalation, humidifier and nebuliser devices</p> <p>8.6 manage airway and respiratory processes and equipment</p>		
<p>4.13 Demonstrate the knowledge, skills and confidence to provide first aid procedures and basic life support (PSP)</p> <p>Annexe B</p> <p>2. Use evidence-based, best practice approaches to undertake the following procedures:</p> <p>2.14 administer basic mental health first aid</p> <p>2.15 administer basic physical first aid</p> <p>2.16 recognise and manage seizures, choking and anaphylaxis, providing appropriate basic life support</p> <p>Note: In addressing the above the candidate must ensure they are ready to demonstrate procedures at an appropriate level for the child field of nursing practice when undertaking procedures for assessing needs for person centred care.</p>		
<p>4.14 Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies and demonstrate proficiency and accuracy when calculating dosages of prescribed medicines (PSP)</p>		

Proficiency	May be tested by CBT	May be tested by OSCE
<p>Annexe B</p> <p>11. Procedural competencies required for best practice, evidence-based medicines administration and optimisation</p> <p>11.1 carry out initial and continued assessments of people receiving care and their ability to self-administer their own medications</p> <p>11.3 use the principles of safe remote prescribing and directions to administer medicines</p> <p>11.4 undertake accurate drug calculations for a range of medications</p> <p>11.5 undertake accurate checks, including transcription and titration, of any direction to supply or administer a medicinal product</p> <p>11.6 exercise professional accountability in ensuring the safe administration of medicines to those receiving care</p> <p>11.7 administer injections using intramuscular, subcutaneous, intradermal and intravenous routes and manage injection equipment</p> <p>11.8 administer medications using a range of routes</p> <p>11.9 administer and monitor medications using vascular access devices and enteral equipment</p> <p>11.11 undertake safe storage, transportation and disposal of medicinal products</p>		
<p>4.15 Demonstrate knowledge of pharmacology and the ability to recognise the effects of medicines, allergies, drug sensitivities, side effects, contraindications, incompatibilities, adverse reactions, prescribing errors and the impact of polypharmacy and over the counter medication usage (PSP)</p> <p>Annexe B</p> <p>11. Procedural competencies required for</p>		

Proficiency	May be tested by CBT	May be tested by OSCE
<p>best practice, evidence-based medicines administration and optimisation</p> <p>11.10 recognise and respond to adverse or abnormal reactions to medications</p>		
<p>4.16 Demonstrate knowledge of how prescriptions can be generated, the role of generic, unlicensed, and off-label prescribing and an understanding of the potential risks associated with these approaches to prescribing</p> <p>Annexe B</p> <p>11. Procedural competencies required for best practice, evidence-based medicines administration and optimisation</p> <p>11.2 recognise the various procedural routes under which medicines can be prescribed, supplied, dispensed and administered; and the laws, policies, regulations and guidance that underpin them</p>	✓	
<p>4.17 Apply knowledge of pharmacology to the care of people, demonstrating the ability to progress to a prescribing qualification following registration</p>	✓	
<p>4.18 Demonstrate the ability to co-ordinate and undertake the processes and procedures involved in routine planning and management of safe discharge home or transfer of people between care settings (PSP)</p>	✓	✓

Platform 5: Leading and managing nursing care and working in teams

Proficiency	May be tested by CBT	May be tested by OSCE
<p>5.1 Understand the principles of effective leadership, management, group and organisational dynamics and culture and apply these to team working and decision-making</p>	✓	
<p>5.2 Understand and apply the principles of human factors, environmental factors and strength-based approaches when working in teams</p>	✓	
<p>5.3 Understand the principles and application of processes for performance management and how these apply to the nursing team</p> <p>Annexe A</p> <p>4. Evidence-based, best practice communication skills and approaches for working with people in professional teams</p> <p>4.1 Demonstrate effective supervision, teaching and performance appraisal through the use of:</p> <p>4.1.1 clear instructions and explanations when supervising, teaching or appraising others</p> <p>4.1.2 clear instructions and check understanding when delegating care responsibilities to others</p> <p>4.1.3 unambiguous, constructive feedback about strengths and weaknesses and potential for improvement</p> <p>4.1.4 encouragement to colleagues that helps them to reflect on their practice</p> <p>4.1.5 unambiguous records of performance</p>	✓	✓
<p>5.4 Demonstrate an understanding of the roles, responsibilities and scope of practice of all members of the nursing and interdisciplinary team and how to make best use of the contributions of others involved in providing care</p>	✓	

Proficiency	May be tested by CBT	May be tested by OSCE
<p>5.5 Safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care</p>	✓	✓
<p>5.6 Exhibit leadership potential by demonstrating an ability to guide, support and motivate individuals and interact confidently with other members of the care team</p> <p>Annexe A</p> <p>4. Evidence-based, best practice communication skills and approaches for working with people in professional teams</p> <p>4.2 Demonstrate effective person and team management through the use of:</p> <p>4.2.1 strengths based approaches to developing teams and managing change</p> <p>4.2.2 active listening when dealing with team members' concerns and anxieties</p> <p>4.2.3 a calm presence when dealing with conflict</p> <p>4.2.4 appropriate and effective confrontation strategies</p> <p>4.2.5 de-escalation strategies and techniques when dealing with conflict</p> <p>4.2.6 effective co-ordination and navigation skills through:</p> <p>4.2.6.1 appropriate negotiation strategies</p> <p>4.2.6.2 appropriate escalation procedures</p> <p>4.2.6.3 appropriate approaches to advocacy</p>	✓	✓
<p>5.7 Demonstrate the ability to monitor and evaluate the quality of care delivered by others in the team and lay carers</p>	✓	
<p>5.8 Support and supervise students in the delivery of nursing care, promoting reflection and providing constructive feedback, and</p>	✓	

Proficiency	May be tested by CBT	May be tested by OSCE
evaluating and documenting their performance		
5.9 Demonstrate the ability to challenge and provide constructive feedback about care delivered by others in the team, and support them to identify and agree individual learning needs (see also 5.3)	✓	✓
5.10 Contribute to supervision and team reflection activities to promote improvements in practice and services	✓	
5.11 Effectively and responsibly use a range of digital technologies to access, input, share and apply information and data within teams and between agencies		✓
5.12 Understand the mechanisms that can be used to influence organisational change and public policy, demonstrating the development of political awareness and skills	✓	

Platform 6: Improving safety and quality of care

Proficiency	May be tested by CBT	May be tested by OSCE
6.1 Understand and apply the principles of health and safety legislation and regulations and maintain safe work and care environments (PSP)	✓	✓
6.2 Understand the relationship between safe staffing levels, appropriate skills mix, safety and quality of care, recognising risks to public protection and quality of care, escalating concerns appropriately	✓	
6.3 Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken	✓	
6.4 Demonstrate an understanding of the principles of improvement methodologies, participate in all stages of audit activity and identify appropriate quality improvement	✓	
6.5 Demonstrate the ability to accurately undertake risk assessments in a range of care settings, using a range of contemporary assessment and improvement tools (PSP)	✓	✓
6.6 Identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people	✓	✓
6.7 Understand how the quality and effectiveness of nursing care can be evaluated in practice, and demonstrate how to use service delivery evaluation and audit findings to bring about continuous improvement	✓	✓
6.8 Demonstrate an understanding of how to identify, report and critically reflect on near misses, critical incidents, major incidents and serious adverse events in order to learn from them and influence their future practice	✓	

Proficiency	May be tested by CBT	May be tested by OSCE
<p>6.9 Work with people, their families, carers and colleagues to develop effective improvement strategies for quality and safety, sharing feedback and learning from positive outcomes and experiences, mistakes and adverse outcomes and experiences</p>	✓	
<p>6.10 Apply an understanding of the differences between risk aversion and risk management and how to avoid compromising quality of care and health outcomes</p>	✓	✓
<p>6.11 Acknowledge the need to accept and manage uncertainty, and demonstrate an understanding of strategies that develop resilience in self and others</p>	✓	✓
<p>6.12 Understand the role of registered nurses and other health and care professionals at different levels of experience and seniority when managing and prioritising actions and care in the event of a major incident</p>	✓	

Platform 7: Coordinating care

Proficiency	May be tested by CBT	May be tested by OSCE
7.1 Understand and apply the principles of partnership, collaboration and interagency working across all relevant sectors	✓	
7.2 Understand health legislation and current health and social care policies, and the mechanisms involved in influencing policy development and change, differentiating where appropriate between the devolved legislatures of the United Kingdom	✓	
7.3 Understand the principles of health economics and their relevance to resource allocation in health and social care organisations and other agencies	✓	
7.4 Identify the implications of current health policy and future policy changes for nursing and other professions and understand the impact of policy changes on the delivery and coordination of care	✓	
7.5 Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs		✓
7.6 Demonstrate an understanding of the complexities of providing mental, cognitive, behavioural and physical care services across a wide range of integrated care settings	✓	✓
7.7 Understand how to monitor and evaluate the quality of people's experience of complex care	✓	✓
7.8 Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives		✓

Proficiency	May be tested by CBT	May be tested by OSCE
7.9 Facilitate equitable access to healthcare for people who are vulnerable or have a disability, demonstrate the ability to advocate on their behalf when required, and make necessary reasonable adjustments to the assessment, planning and delivery of their care (PSP)	✓	✓
7.10 Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services	✓	✓
7.11 Demonstrate the ability to identify and manage risks and take proactive measures to improve the quality of care and services when needed (PSP)	✓	✓
7.12 Demonstrate an understanding of the processes involved in developing a basic business case for additional care funding by applying knowledge of finance, resources and safe staffing levels	✓	
7.13 Demonstrate an understanding of the importance of exercising political awareness throughout their career, to maximise the influence and effect of registered nursing on quality of care, patient safety and cost effectiveness	✓	

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