

## Essential skills clusters (2010) and guidance for their use ([guidance G7.1.5b](#))

The essential skills clusters (ESCs) are to be used as guidance and should be incorporated into all pre-registration nursing programmes. How they are incorporated into programmes is left to local determination. Programme providers can use them to develop learning outcomes at different levels or to map them against existing programme learning outcomes. Some programme providers may wish to map them to specific competencies within the domains or use them to develop practice assessment tools. All the ESCs apply to all fields of nursing.

Skills have not been identified for all progression points, therefore not all columns in the ESC table have been filled. Where there is a gap, skills identified at a later progression point might be achieved at an earlier point. Where it is determined that a specific skill can be more appropriately achieved at a different progression point than that indicated the approved education institution (AEI) should show how and at what point it has been incorporated.

ESCs support the achievement of the competencies in [section 3](#) and criteria for assessment at the first progression point in [annexe 2](#). However, the ESCs do not include all the skills and behaviours required of a registered nurse.

There are five **essential skills clusters**:

- care, compassion and communication
- organisational aspects of care
- infection prevention and control
- nutrition and fluid management
- medicines management.

## Guidance related to numerical assessment

Some ESCs identify the baseline skills needed to calculate medicines, nutrition, fluids and other areas where there is a need to use numbers. These appear in ESCs 9, 27, 28, 29, 31, 32, 33, 36 and 38. They are marked with an asterix (\*). Providers should incorporate all these health related numerical assessments, designed to test numeracy skills, into learning outcomes and assessment strategies.

- The focus should be on demonstration of competence and confidence with regard to judgements on whether to use calculations in a particular situation and, if so, what calculations to use, how to do it, what degree of accuracy is appropriate, and what the answer means in relation to the context.
- Providers can incorporate these health related numerical elements into their own learning outcomes and assessment strategies and should use the ESCs to underpin the nature and content of the assessment, including whether to assess through simulation. They should decide on their own pass mark and how many attempts are allowed in order to reach the first and second progression points.
- After the second progression point, and by the point of entry to the register, the ESCs should help programme providers decide the nature and content of numerical assessments where a 100 percent pass mark is required.
- Assessment should reflect competence across the full range of complexity, the different delivery modes and technical measurement issues. This may take place in a combination of settings, including computer lab and simulated practice, but must include assessment in the practice setting. The number of attempts should be decided by the programme provider.

**Essential skills cluster: Care, compassion and communication**

The newly qualified graduate nurse should demonstrate the following skills and behaviours. They should be used to develop learning outcomes for each progression point and for outcomes to be achieved before entering the register.

**1 As partners in the care process, people can trust a newly registered graduate nurse to provide collaborative care based on the highest standards, knowledge and competence.**

First progression point	Second progression point	Entry to the register
<p>1 Articulates the underpinning values of <a href="#"><i>The code: Standards of conduct, performance and ethics for nurses and midwives</i></a> (the code) (NMC 2008).</p> <p>2 Works within limitations of the role and recognises own level of competence.</p> <p>3 Promotes a professional image.</p> <p>4 Shows respect for others.</p> <p>5 Is able to engage with people and build caring professional relationships.</p>	<p>6 Forms appropriate and constructive professional relationships with families and other carers.</p> <p>7 Uses professional support structures to learn from experience and make appropriate adjustments.</p>	<p>8 Demonstrates clinical confidence through sound knowledge, skills and understanding relevant to field.</p> <p>9 Is self aware and self confident, knows own limitations and is able to take appropriate action.</p> <p>10 Acts as a role model in promoting a professional image.</p> <p>11 Acts as a role model in developing trusting relationships, within professional boundaries.</p> <p>12 Recognises and acts to overcome barriers in developing effective relationships with service users and carers.</p>

		<p>13 Initiates, maintains and closes professional relationships with service users and carers.</p> <p>14 Uses professional support structures to develop self awareness, challenge own prejudices and enable professional relationships, so that care is delivered without compromise.</p>
<p><b>2 People can trust the newly registered graduate nurse to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves.</b></p>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
<p>1 Takes a person-centred, personalised approach to care.</p>	<p>2 Actively empowers people to be involved in the assessment and care planning process.</p> <p>3 Determines people’s preferences to maximise comfort &amp; dignity.</p> <p>4 Actively supports people in their own care and self care.</p> <p>5 Considers with the person and their carers their capability for self care.</p> <p>6 Provides personalised care, or makes provisions for those who are unable to maintain their own activities of living maintaining dignity at all times.</p>	<p>8 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.</p> <p>9 Ensures access to independent advocacy.</p> <p>10 Recognises situations and acts appropriately when a person’s choice may compromise their safety or the safety of others.</p> <p>11 Uses strategies to manage situations where a person’s wishes conflict with nursing interventions necessary for the person’s safety.</p>

	<p>7 Assists people with their care.</p>	<p>12 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.</p> <p>13 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.</p> <p>14 Actively helps people to identify and use their strengths to achieve their goals and aspirations.</p>
<p><b>3 People can trust the newly registered graduate nurse to respect them as individuals and strive to help them the preserve their dignity at all times.</b></p>		
<p><b>First progression point</b></p>	<p><b>Second progression point</b></p>	<p><b>Entry to the register</b></p>
<p>1 Demonstrates respect for diversity and individual preference, valuing differences, regardless of personal view.</p> <p>2 Engages with people in a way that ensures dignity is maintained through making appropriate use of the</p>		<p>4 Acts professionally to ensure that personal judgements, prejudices, values, attitudes and beliefs do not compromise care.</p> <p>5 Is proactive in promoting and maintaining dignity.</p>

<p>environment, self and skills and adopting an appropriate attitude.</p> <p>3 Uses ways to maximise communication where hearing, vision or speech is compromised.</p>		<p>6 Acts autonomously to challenge situations or others when someone's dignity may be compromised.</p> <p>7 Uses appropriate strategies to empower and support their choice.</p>
<p><b>4 People can trust a newly qualified graduate nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation.</b></p>		
<p><b>First progression point</b></p>	<p><b>Second progression point</b></p>	<p><b>Entry to the register</b></p>
<p>1 Demonstrates an understanding of how culture, religion, spiritual beliefs, gender and sexuality can impact on illness and disability.</p> <p>2 Respects people's rights.</p> <p>3 Adopts a principled approach to care underpinned by <a href="#">the code</a> (NMC 2008).</p>		<p>4 Upholds people's legal rights and speaks out when these are at risk of being compromised.</p> <p>5 Is acceptant of differing cultural traditions, beliefs, UK legal frameworks and professional ethics when planning care with people and their families and carers.</p> <p>6 Acts autonomously and proactively in promoting care environments that are culturally sensitive and free from discrimination, harassment and exploitation.</p> <p>7 Manages and diffuses challenging situations effectively.</p>
<p><b>5 People can trust the newly registered graduate nurse to engage with them in a warm, sensitive and compassionate way.</b></p>		

First progression point	Second progression point	Entry to the register
<p>1 Is attentive and acts with kindness and sensitivity.</p> <p>2 Takes into account people’s physical and emotional responses when engaging with them.</p> <p>3 Interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch.</p> <p>4 Provides person centred care that addresses both physical and emotional needs and preferences.</p> <p>5 Evaluates ways in which own interactions affect relationships to ensure that they do not impact inappropriately on others.</p>		<p>6 Anticipates how people might feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort.</p> <p>7 Makes appropriate use of touch.</p> <p>8 Listens to, watches for, and responds to verbal and non-verbal cues.</p> <p>9 Engages with people in the planning and provision of care that recognises personalised needs and provides practical and emotional support.</p> <p>10 Has insight into own values and how these may impact on interactions with others.</p> <p>11 Recognises circumstances that trigger personal negative responses and takes action to prevent this compromising care.</p> <p>12 Recognises and acts autonomously to respond to own emotional discomfort or distress in self and others.</p> <p>13 Through reflection and evaluation demonstrates commitment to personal and professional development and life-long learning.</p>

<p><b>6 People can trust the newly registered graduate nurse to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.</b></p>		
First progression point	Second progression point	Entry to the register
<p>1 Communicates effectively both orally and in writing, so that the meaning is always clear.</p> <p>2 Records information accurately and clearly on the basis of observation and communication.</p> <p>3 Always seeks to confirm understanding.</p> <p>4 Responds in a way that confirms what a person is communicating.</p> <p>5 Effectively communicates people's stated needs and wishes to other professionals.</p>	<p>6 Uses strategies to enhance communication and remove barriers to effective communication minimising risk to people from lack of or poor communication.</p>	<p>7 Consistently shows ability to communicate safely and effectively with people providing guidance for others.</p> <p>8 Communicates effectively and sensitively in different settings, using a range of methods and skills.</p> <p>9 Provides accurate and comprehensive written and verbal reports based on best available evidence.</p> <p>10 Acts autonomously to reduce and challenge barriers to effective communication and understanding.</p> <p>11 Is proactive and creative in enhancing communication and understanding.</p> <p>12 Uses the skills of active listening, questioning, paraphrasing and reflection to support a therapeutic intervention.</p> <p>13 Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances, for example, responding to emergencies, unexpected occurrences, saying "no",</p>



		dealing with complaints, resolving disputes, de-escalating aggression, conveying 'unwelcome news'.
<b>7 People can trust the newly registered graduate nurse to protect and keep as confidential all information relating to them.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
<p>1 Applies the principles of confidentiality.</p> <p>2 Protects and treats information as confidential except where sharing information is required for the purposes of safeguarding and public protection.</p> <p>3 Applies the principles of data protection.</p>	<p>4 Distinguishes between information that is relevant to care planning and information that is not.</p>	<p>5 Acts professionally and autonomously in situations where there may be limits to confidentiality, for example, public interest and protection from harm.</p> <p>6 Recognises the significance of information and acts in relation to who does or does not need to know.</p> <p>7 Acts appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries).</p> <p>8 Works within the legal frameworks for data protection including access to and storage of records.</p> <p>9 Acts within the law when confidential information has to be shared with others.</p>
<b>8 People can trust the newly registered graduate nurse to gain their consent based on sound understanding and informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>

<p>1 Seeks consent prior to sharing confidential information outside of the professional care team, subject to agreed safeguarding and protection procedures.</p>	<p>2 Applies principles of consent in relation to restrictions relating to specific client groups and seeks consent for care.</p> <p>3 Ensures that the meaning of consent to treatment and care is understood by the people or service users.</p>	<p>4 Uses helpful and therapeutic strategies to enable people to understand treatments and other interventions in order to give informed consent.</p> <p>5 Works within legal frameworks when seeking consent.</p> <p>6 Assesses and responds to the needs and wishes of carers and relatives in relation to information and consent.</p> <p>7 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.</p>
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**Essential skills cluster: Organisational aspects of care**

The newly qualified graduate nurse should demonstrate the following skills and behaviours. They should be used to develop learning outcomes for each progression point and for outcomes to be achieved before entering the register.

**9 People can trust the newly registered graduate nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs; to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times.**

First progression point	Second progression point	Entry to the register
<p>1 Responds appropriately when faced with an emergency or a sudden deterioration in a person’s physical or psychological condition (for example, abnormal vital signs, collapse, cardiac arrest, self harm, extremely challenging behaviour, attempted suicide) including seeking help from an appropriate person.</p>	<p>2 Accurately undertakes and records a baseline assessment of weight, height, temperature, pulse, respiration and blood pressure using manual and electronic devices. (*)</p> <p>3 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.</p> <p>4 Recognises indicators of unhealthy lifestyles.</p> <p>5 Contributes to care based on an understanding of how the different stages of an illness or disability can impact on people and carers.</p>	<p>12 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.</p> <p>13 Acts autonomously and takes responsibility for collaborative assessment and planning of care delivery with the person, their carers and their family.</p> <p>14 Applies research based evidence to practice.</p>

	<p>6 Measures and documents vital signs under supervision and responds appropriately to findings outside the normal range. (*)</p> <p>7 Performs routine, diagnostic tests for example urinalysis under supervision as part of assessment process (near client testing).</p> <p>8 Collects and interprets routine data, under supervision, related to the assessment and planning of care from a variety of sources.</p> <p>9 Undertakes the assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk factors by working with the person and records, shares and responds to clear indicators and signs.</p> <p>10 With the person and under supervision, plans safe and effective care by recording and sharing information based on the assessment.</p> <p>11 Where relevant, applies knowledge of age and condition-related anatomy, physiology and development when interacting with people.</p>	<p>15 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.</p> <p>16 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.</p> <p>17 Uses a range of techniques to discuss treatment options with people.</p> <p>18 Discusses sensitive issues in relation to public health and provides appropriate advice and guidance to individuals, communities and populations for example, contraception, substance misuse, smoking, obesity.</p> <p>19 Refers to specialists when required.</p> <p>20 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.</p>
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<p><b>10 People can trust the newly registered graduate nurse to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan.</b></p>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
	<p>1 Acts collaboratively with people and their carers enabling and empowering them to take a shared and active role in the delivery and evaluation of nursing interventions.</p> <p>2 Works within the limitations of own knowledge and skills to question and provide safe and holistic care.</p> <p>3 Prepares people for clinical interventions as per local policy.</p> <p>4 Actively seeks to extend knowledge and skills using a variety of methods in order to enhance care delivery.</p>	<p>6 Provides safe and effective care in partnership with people and their carers within the context of people’s ages, conditions and developmental stages.</p> <p>7 Prioritises the needs of groups of people and individuals in order to provide care effectively and efficiently.</p> <p>8 Detects, records and reports if necessary, deterioration or improvement and takes appropriate action autonomously.</p> <p>9 Evaluates the effect of interventions, taking account of people’s and carers’ interpretation of physical, emotional, and behavioural changes.</p>

	5 Detects, records, reports and responds appropriately to signs of deterioration or improvement.	10 Involves the person in review and adjustments to their care, communicating changes to colleagues.
<b>11 People can trust the newly registered graduate nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
<p>1 Acts within legal frameworks and local policies in relation to safeguarding adults and children who are in vulnerable situations.</p> <p>2 Shares information with colleagues and seeks advice from appropriate sources where there is a concern or uncertainty.</p> <p>3 Uses support systems to recognise, manage and deal with own emotions.</p>	<p>4 Documents concerns and information about people who are in vulnerable situations.</p>	<p>5 Recognises and responds when people are in vulnerable situations and at risk, or in need of support and protection.</p> <p>6 Shares information safely with colleagues and across agency boundaries for the protection of individuals and the public.</p> <p>7 Makes effective referrals to safeguard and protect children and adults requiring support and protection.</p> <p>8 Works collaboratively with other agencies to develop, implement and monitor strategies to safeguard and protect individuals and groups who are in vulnerable situations.</p> <p>9 Supports people in asserting their human rights.</p> <p>10 Challenges practices which do not safeguard those in need of support and protection.</p>

<b>12 People can trust the newly registered graduate nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
1 Responds appropriately to compliments and comments.	2 Responds appropriately when people want to complain, providing assistance and support.  3 Uses supervision and other forms of reflective learning to make effective use of feedback.  4 Takes feedback from colleagues, managers and other departments seriously and shares the messages and learning with other members of the team.	5 Shares complaints, compliments and comments with the team in order to improve care.  6 Actively responds to feedback.  7 Supports people who wish to complain.  8 As an individual team member and team leader, actively seeks and learns from feedback to enhance care and own and others professional development.  9 Works within ethical and legal frameworks and local policies to deal with complaints, compliments and concerns.
<b>13 People can trust the newly registered, graduate nurse to promote continuity when their care is to be transferred to another service or person.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
	1 Assists in preparing people and carers for transfer and transition through effective dialogue and accurate information.	

	<p>2 Reports issues and people’s concerns regarding transfer and transition.</p> <p>3 Assists in the preparation of records and reports to facilitate safe and effective transfer.</p>	
<p><b>14 People can trust the newly registered graduate nurse to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.</b></p>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
<p>1 Works within <a href="#">the code</a> (NMC 2008) and adheres to the <i>Guidance on professional conduct for nursing and midwifery students</i>. (NMC 2010)</p>	<p>2 Supports and assists others appropriately.</p> <p>3 Values others’ roles and responsibilities within the team and interacts appropriately.</p> <p>4 Reflects on own practice and discusses issues with other members of the team to enhance learning.</p> <p>5 Communicates with colleagues verbally, face-to-face and by telephone, and in writing and electronically in a way that the meaning is clear, and checks that the communication has been fully understood.</p>	<p>6 Actively consults and explores solutions and ideas with others to enhance care.</p> <p>7 Challenges the practice of self and others across the multi-professional team.</p> <p>8 Takes effective role within the team adopting the leadership role when appropriate.</p> <p>9 Act as an effective role model in decision making, taking action and supporting others.</p> <p>10 Works inter-professionally and autonomously as a means of achieving optimum outcomes for people.</p>



		11 Safeguards the safety of self and others, and adheres to lone working policies when working in the community setting and in people's homes.
<b>15 People can trust the newly registered graduate nurse to safely delegate to others and to respond appropriately when a task is delegated to them.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
1 Accepts delegated activities within limitations of own role, knowledge and skill.		2 Works within the requirements of <a href="#">the code</a> (NMC 2008) in delegating care and when care is delegated to them. 3 Takes responsibility and accountable for delegating care to others. 4 Prepares, supports and supervises those to whom care has been delegated. 5 Recognises and addresses deficits in knowledge and skill in self and others and takes appropriate action.

<b>16 People can trust the newly registered graduate nurse to safely lead, co-ordinate and manage care.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
		1 Inspires confidence and provides clear direction to others. 2 Takes decisions and is able to answer for these decisions when required. 3 Bases decisions on evidence and uses experience to guide decision-making. 4 Acts as a positive role model for others. 5 Manages time effectively. 6 Negotiates with others in relation to balancing competing and conflicting priorities.
<b>17 People can trust the newly registered graduate nurse to work safely under pressure and maintain the safety of service users at all times.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
1 Recognises when situations are becoming unsafe and reports appropriately. 2 Understands and applies the importance of rest for effective practice.	3 Contributes as a team member. 4 Demonstrates professional commitment by working flexibly to meet service needs to enable quality care to be delivered.	7 Demonstrates effective time management. 8 Prioritises own workload and manages competing and conflicting priorities.

	<p>5 Uses supervision as a means of developing strategies for managing own stress and for working safely and effectively.</p> <p>6 Adheres to safety policies when working in the community and in people’s homes, for example, lone worker policy.</p>	<p>9 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.</p> <p>10 Recognises stress in others and provides appropriate support or guidance ensuring safety to people at all times.</p> <p>11 Enables others to identify and manage their stress.</p> <p>12 Works within local policies when working in the community setting including in people’s homes and ensures the safety of others.</p>
<p><b>18 People can trust a newly registered graduate nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.</b></p>		
<p><b>First progression point</b></p>	<p><b>Second progression point</b></p>	<p><b>Entry to the register</b></p>
<p>1 Under supervision, works within clinical governance frameworks.</p> <p>2 Reports safety incidents regarding service users to senior colleagues.</p> <p>3 Under supervision assesses risk within current sphere of knowledge and competence.</p>	<p>7 Contributes to promote safety and positive risk taking.</p> <p>8 Under supervision works safely within the community setting taking account of local policies, for example, lone worker policy.</p>	<p>9 Reflects on and learns from safety incidents as an autonomous individual and as a team member and contributes to team learning.</p> <p>10 Participates in clinical audit to improve the safety of service users.</p>

<p>4 Follows instructions and takes appropriate action, sharing information to minimise risk.</p> <p>5 Under supervision works within legal frameworks to protect self and others.</p> <p>6 Knows and accepts own responsibilities and takes appropriate action.</p>		<p>11 Assesses and implements measures to manage, reduce or remove risk that could be detrimental to people, self and others.</p> <p>12 Assesses, evaluates and interprets risk indicators and balances risks against benefits, taking account of the level of risk people are prepared to take.</p> <p>13 Works within legal and ethical frameworks to promote safety and positive risk taking.</p> <p>14 Works within policies to protect self and others in all care settings including in the home care setting.</p> <p>15 Takes steps not to cross professional boundaries and put self or colleagues at risk.</p>
<p><b>19 People can trust the newly registered graduate nurse to work to prevent and resolve conflict and maintain a safe environment.</b></p>		
<p><b>First progression point</b></p>	<p><b>Second progression point</b></p>	<p><b>Entry to the register</b></p>
<p>1 Recognises signs of aggression and responds appropriately to keep self and others safe.</p> <p>2 Assists others or obtains assistance when help is required.</p>		<p>3 Selects and applies appropriate strategies and techniques for conflict resolution, de-escalation and physical intervention in the management of potential violence and aggression.</p>

<b>20 People can trust the newly registered graduate nurse to select and manage medical devices safely.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
<p>1 Safely uses and disposes of medical devices under supervision and in keeping with local and national policy and understands reporting mechanism relating to adverse incidents.</p>		<p>2 Works within legal frameworks and applies evidence based practice in the safe selection and use of medical devices.</p> <p>3 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.</p> <p>4 Keeps appropriate records in relation to the use and maintenance of medical devices and the decontamination processes required as per local and national guidelines.</p> <p>5 Explains the devices to people and carers and checks understanding.</p>

<b>Essential skills cluster: Infection prevention and control</b>		
The newly qualified graduate nurse should demonstrate the following skills and behaviours. They should be used to develop learning outcomes for each progression point and for outcomes to be achieved before entering the register.		
<b>21 People can trust the newly registered graduate nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
1 Follows local and national guidelines and adheres to standard infection control precautions.	2 Participates in assessing and planning care appropriate to the risk of infection thus promoting the safety of service users.  3 Participates in completing care documentation and evaluation of interventions to prevent and control infection.  4 Aware of the role of the Infection Control Team and Infection Control Nurse Specialist, and local guidelines for referral.  5 Recognises potential signs of infection and reports to relevant senior member of staff.	7 Works within <a href="#">the code</a> (NMC 2008) and in keeping with the <a href="#">Guidance on professional conduct for nursing and midwifery students</a> (NMC 2010) and in collaboration with people and their carers to meet responsibilities for prevention and control of infection.  8 In partnership with people and their carers, plans, delivers and documents care that demonstrates effective risk assessment, infection prevention and control.  9 Identifies, recognises and refers to the appropriate clinical expert.  10 Explains risks to people, relatives, carers and colleagues and educates them in prevention and control of infection.

	6 Discusses the benefits of health promotion within the concept of public health in the prevention and control of infection for improving and maintaining the health of the population.	11 Recognises infection risk and reports and acts in situations where there is need for health promotion and protection and public health strategies.
<b>22 People can trust the newly registered graduate nurse to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
1 Demonstrates effective hand hygiene and the appropriate use of standard infection control precautions when caring for all people.	<p>2 Applies knowledge of transmission routes in describing, recognising and reporting situations where there is a need for standard infection control precautions</p> <p>3 Participates in the cleaning of multi-use equipment between each person.</p> <p>4 Uses multi-use equipment and follows the appropriate procedures.</p> <p>5 Safely uses and disposes of, or decontaminates, items in accordance with local policy and manufacturers' guidance and instructions.</p>	<p>7 Initiates and maintains appropriate measures 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.</p> <p>8 Applies legislation that relates to the management of specific infection risk at a local and national level.</p> <p>9 Adheres to infection prevention and control policies and procedures at all times and ensures that colleagues work according to good practice guidelines.</p> <p>10 Challenges the practice of other care workers who put themselves and others at risk of infection.</p> <p>11 Manages overall environment to minimise risk.</p>

	<p>6 Adheres to requirements for cleaning, disinfecting, decontaminating of 'shared' nursing equipment, including single or multi-use equipment, before and after every use as appropriate, according to recognised risk, in accordance with manufacturers' and organisational policies.</p>	
<p><b>23 People can trust a newly registered graduate nurse to provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques.</b></p>		
<p><b>First progression point</b></p>	<p><b>Second progression point</b></p>	<p><b>Entry to the register</b></p>
	<p>1 Safely delivers care under supervision to people who require to be nursed in isolation or in protective isolation settings.</p> <p>2 Takes appropriate actions in any environment including the home care setting, should exposure to infection occur, for example, chicken pox, diarrhoea and vomiting, needle stick injury.</p> <p>3 Applies knowledge of an 'exposure prone procedure' and takes appropriate precautions and actions.</p>	<p>5 Recognises and acts upon the need to refer to specialist advisers as appropriate.</p> <p>6 Assesses the needs of the infectious person, or people and applies appropriate isolation techniques.</p> <p>7 Ensures that people including colleagues are aware of and adhere to local policies in relation to isolation and infection control procedures.</p> <p>8 Identifies suitable alternatives when isolation facilities are unavailable and principles have to be applied in unplanned circumstances</p>



	4 Takes personal responsibility, when a student knowingly has a blood borne virus, to consult with occupational health before carrying out exposure prone procedures.	
<b>24 People can trust a newly registered graduate nurse to fully comply with hygiene, uniform and dress codes in order to limit, prevent and control infection.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
<p>1 Adheres to local policy and national guidelines on dress code for prevention and control of infection, including: footwear, hair, piercing and nails.</p> <p>2 Maintains a high standard of personal hygiene.</p> <p>3 Wears appropriate clothing for the care delivered in all environments.</p>		4 Acts as a role model to others and ensures colleagues work within local policy.
<b>25 People can trust a newly registered graduate nurse to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
	1 Demonstrates understanding of the principles of wound management, healing and asepsis.	4 Applies a range of appropriate measures to prevent infection including application of safe and effective aseptic technique.

	<p>2 Safely performs basic wound care using clean and aseptic techniques in a variety of settings.</p> <p>3 Assists in providing accurate information to people and their carers on the management of a device, site or wound to prevent and control infection and to promote healing wherever that person might be, for example, in hospital, in the home care setting, in an unplanned situation.</p>	<p>5 Safely performs wound care, applying non-touch or aseptic techniques in a variety of settings.</p> <p>6 Able to communicate potential risks to others and advise people on the management of their device, site or wound to prevent and control infection and to promote healing.</p>
<p><b>26 People can trust the newly qualified nurse to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.</b></p>		
<p><b>First progression point</b></p>	<p><b>Second progression point</b></p>	<p><b>Entry to the register</b></p>
	<p>1 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.</p> <p>2 Ensures dignity is preserved when collecting and disposing of bodily fluids and soiled linen.</p> <p>3 Acts to address potential risks within a timely manner including in the home setting.</p>	<p>4 Manages hazardous waste and spillages in accordance with local health and safety policies.</p> <p>5 Instructs others to do the same.</p>

<b>Essential skills cluster: Nutrition and fluid management</b>		
The newly qualified graduate nurse should demonstrate the following skills and behaviours. They should be used to develop learning outcomes for each progression point and for outcomes to be achieved before entering the register.		
<b>27 People can trust the newly registered graduate nurse to assist them to choose a diet that provides an adequate nutritional and fluid intake.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
	<ol style="list-style-type: none"> <li>1 Under supervision helps people to choose healthy food and fluid in keeping with their personal preferences and cultural needs.</li> <li>2 Accurately monitors dietary and fluid intake and completes relevant documentation. (*)</li> <li>3 Supports people who need to adhere to specific dietary and fluid regimens and informs them of the reasons.</li> <li>4 Maintains independence and dignity wherever possible and provides assistance as required.</li> <li>5 Identifies people who are unable to or have difficulty in eating or drinking and reports this to others to ensure adequate nutrition and fluid intake is provided.</li> </ol>	<ol style="list-style-type: none"> <li>6 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.</li> <li>7 Supports people to make appropriate the choices and changes to eating patterns, taking account of dietary preferences, religious and cultural requirements, treatment requirements and special diets needed for health reasons.</li> <li>8 Refers to specialist members of the multi-disciplinary team for additional or specialist advice.</li> <li>9 Discusses in a non-judgemental way how diet can improve health and the risks associated with not eating appropriately.</li> </ol>

		<p>10 In liaison with a registered midwife provides essential advice and support to mothers who are breast feeding.</p> <p>11 Provides support and advice to carers when the person they are caring for has specific dietary needs.</p>
<p><b>28 People can trust the newly registered graduate nurse to assess and monitor their nutritional status and in partnership, formulate an effective plan of care.</b></p>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
	<p>1 Takes and records accurate measurements of weight, height, length, body mass index and other appropriate measures of nutritional status. (*)</p> <p>2 Assesses baseline nutritional requirements for healthy people related to factors such as age and mobility.</p> <p>3 Contributes to formulating a care plan through assessment of dietary preferences, including local availability of foods and cooking facilities.</p> <p>4 Reports to other members of the team when agreed plan is not achieved.</p>	<p>5 Makes a comprehensive assessment of people's needs in relation to nutrition identifying, documenting and communicating level of risk. (*)</p> <p>6 Seeks specialist advice as required in order to formulate an appropriate care plan.</p> <p>7 Provides information to people and their carers.</p> <p>8 Monitors and records progress against the plan.</p> <p>9 Discusses progress and changes in condition with the person, carers and the multi-disciplinary team.</p>

		10 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.
<b>29 People can trust a newly registered graduate nurse to assess and monitor their fluid status and in partnership with them, formulate an effective plan of care.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
	<p>1 Applies knowledge of fluid requirements needed for health and during illness and recovery so that appropriate fluids can be provided.</p> <p>2 Accurately monitors and records fluid intake and output. (*)</p> <p>3 Recognises and reports reasons for poor fluid intake and output.</p> <p>4 Reports to other members of the team when intake and output falls below requirements.</p>	<p>5 Uses negotiating and other skills to encourage people who might be reluctant to drink to take adequate fluids.</p> <p>6 Identifies signs of dehydration and acts to correct these. (*)</p> <p>7 Works collaboratively with the person their carers and the multi-disciplinary team to ensure an adequate fluid intake and output.</p>

<b>30 People can trust the newly qualified graduate nurse to assist them in creating an environment that is conducive to eating and drinking.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
<p>1 Reports to an appropriate person where there is a risk of meals being missed.</p> <p>2 Follows food hygiene procedures in accordance with policy.</p>	<p>3 Follows local procedures in relation to mealtimes, for example, protected mealtimes, indicators of people who need additional support.</p> <p>4 Ensures that people are ready for the meal; that is, in an appropriate location, position, offered opportunity to wash hands, offered appropriate assistance.</p>	<p>5 Challenges others who do not follow procedures.</p> <p>6 Ensures appropriate assistance and support is available to enable people to eat.</p> <p>7 Ensures provision is made for replacement meals for anyone who is unable to eat at the usual time, or unable to prepare their own meals.</p> <p>8 Ensures that appropriate food and fluids are available as required.</p>
<b>31 People can trust the newly qualified graduate nurse to ensure that those unable to take food by mouth receive adequate fluid and nutrition to meet their needs.</b>		
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>
	<p>1 Recognises, responds appropriately and reports when people have difficulty eating or swallowing.</p>	<p>3 Takes action to ensure that, where there are problems with eating and swallowing, nutritional status is not compromised.</p>

	<p>2 Adheres to an agreed plan of care that provides for individual difference, for example, cultural considerations, psychosocial aspects and provides adequate nutrition and hydration when eating or swallowing is difficult.</p>	<p>4 Administers enteral feeds safely and maintains equipment in accordance with local policy. (*)</p> <p>5 Safely, maintains and uses naso-gastric, PEG and other feeding devices.</p> <p>6 Works within legal and ethical frameworks taking account of personal choice.</p>
<p><b>32 People can trust the newly registered graduate nurse to safely administer fluids when fluids cannot be taken independently.</b></p>		
<p><b>First progression point</b></p>	<p><b>Second progression point</b></p>	<p><b>By entry to the register</b></p>
		<p>1 Understands and applies knowledge of intravenous fluids and how they are prescribed and administered within local administration of medicines policy.</p> <p>2 Monitors and assesses people receiving intravenous fluids. (*)</p> <p>3 Documents progress against prescription and markers of hydration. (*)</p> <p>4 Monitors infusion site for signs of abnormality, and takes the required action reporting and documenting signs and actions taken.</p>

**Essential skills cluster: Medicines management<sup>1</sup>**

The newly qualified graduate nurse should demonstrate the following skills and behaviours. They should be used to develop learning outcomes for each progression point and for outcomes to be achieved before entering the register.

**33 People can trust the newly registered graduate nurse to correctly and safely undertake medicines<sup>2</sup> calculations.**

First progression point	Second progression point	Entry to the register	Indicative content
<p>1 Is competent in basic medicines calculations (*) relating to:</p> <ul style="list-style-type: none"> <li>• tablets and capsules</li> <li>• liquid medicines</li> <li>• injections including:                             <ul style="list-style-type: none"> <li>• unit dose</li> <li>• sub and multiple unit dose</li> <li>• SI unit conversion.</li> </ul> </li> </ul>		<p>2 Is competent in the process of medication-related calculation in nursing field involving:</p> <ul style="list-style-type: none"> <li>• tablets and capsules</li> <li>• liquid medicines</li> <li>• injections</li> <li>• IV infusions including:                             <ul style="list-style-type: none"> <li>• unit dose</li> <li>• sub and multiple unit dose</li> <li>• complex calculations</li> <li>• SI unit conversion.</li> </ul> </li> </ul>	<p>Numeracy skills, drug calculations required to administer medicines safely via appropriate routes including specific requirements for children and other groups.</p>

1 Medicines management is “the clinical cost effective and safe use of medicines to ensure patients get maximum benefit from the medicines they need while at the same time minimising potential harm” (MHRA 2004). As the administration of a medicinal product is only part of the process, these ESCs reflect the process from prescribing, through to dispensing, storage, administration and disposal.

2 A Medicinal product is “Any substance or combination of substances presented for treating or preventing disease in human beings or in animals. Any substance or combination of substances which may be administered to human beings or animals with a view to making a medical diagnosis or to restoring, correcting or modifying physiological functions in human beings or animals is likewise considered a medicinal product” (Council Directive 65/65/EEC).



<b>34 People can trust the newly registered graduate nurse to work within legal and ethical frameworks that underpin safe and effective medicines management.</b>			
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>	<b>Indicative content</b>
	<p>1 Demonstrates understanding of legal and ethical frameworks relating to safe administration of medicines in practice.</p> <p>2 Demonstrates an understanding of types of prescribing, types of prescribers and methods of supply.</p> <p>3 Demonstrates understanding of legal and ethical frameworks for prescribing.</p>	<p>4 Applies legislation to practice to safe and effective ordering, receiving, storing administering and disposal of medicines and drugs, including controlled drugs in both primary and secondary care settings and ensures others do the same.</p> <p>5 Fully understands all methods of supplying medicines, for example, Medicines Act exemptions, patient group directions (PGDs), clinical management plans and other forms of prescribing.</p> <p>6 Fully understands the different types of prescribing including supplementary prescribing, community practitioner nurse prescribing and independent nurse prescribing.</p>	<p>Law, consent, confidentiality, ethics, accountability.</p> <p>Responsibilities under law, application of medicines legislation to practice, include: use of controlled drugs, exemption orders in relation to patient group direction (PGD).<sup>3</sup></p> <p>Regulatory requirements: <a href="#">Standards for medicines management</a> (NMC 2007), <a href="#">the code</a> (NMC 2008), <a href="#">Standards of proficiency for nurse and midwife prescribers</a> (NMC 2006).</p> <p>Statutory requirements in relation to mental health, mental capacity, children and young people and medicines, national service frameworks and other country specific guidance.</p>

<sup>3</sup> Nursing students cannot supply or administer under a PGD ([Standards for medicines management](#) (NMC 2007)).

<b>35 People can trust the newly registered graduate nurse to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.</b>			
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>	<b>Indicative content</b>
	<p>7 Demonstrates awareness of a range of commonly recognised approaches to managing symptoms, for example, relaxation, distraction and lifestyle advice.</p> <p>8 Discusses referral options.</p>	<p>9 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.</p> <p>10 Questions, critically appraises, takes into account ethical considerations and the preferences of the person receiving care and uses evidence to support an argument in determining when medicines may or may not be an appropriate choice of treatment.</p>	<p>The principles of holistic care, health promotion, lifestyle advice, over-the-counter medicines, self-administration of medicines and other therapies.</p> <p>Observation and assessment. Effect of medicines and other treatment options, including distraction, positioning, alternative and complementary therapies.</p> <p>Ethical and legal frameworks.</p>

<b>36 People can trust the newly registered graduate nurse to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits.</b>			
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>	<b>Indicative content</b>
	<p>1 Uses knowledge of commonly administered medicines in order to act promptly in cases where side effects and adverse reactions occur.</p>	<p>2 Applies knowledge of basic pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action.</p> <p>3 Understands common routes and techniques of medicine administration including absorption, metabolism, adverse reactions and interactions.</p> <p>4 Safely manages drug administration and monitors effects. (*)</p> <p>5 Reports adverse incidents and near misses.</p> <p>6 Safely manages anaphylaxis.</p>	<p>Related anatomy and physiology.</p> <p>Drug pathways and how medicines act.</p> <p>Impacts of physiological state of patients on drug responses and safety, for example, the older adult, children, pregnant or breast feeding women and significant pathologies such as renal or hepatic impairments.</p> <p>Pharmaco-dynamics -the effects of drugs and their mechanisms of action in the body.</p> <p>Pharmaco-therapeutics – the therapeutic actions of certain medicines. Risks versus benefits of medication.</p> <p>Pharmaco-kinetics and how doses are determined by dynamics and systems in the body.</p>

			<p>Role and function of bodies that regulate and ensure the safety and effectiveness of medicines.</p> <p>Knowledge on management of adverse drug events, adverse drug reactions, prescribing and administration errors and the potential repercussions for safety.</p>
<p><b>37 People can trust the newly registered graduate nurse to safely order, receive, store and dispose of medicines (including controlled drugs) in any setting.</b></p>			
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>	<b>Indicative content</b>
	<p>1 Demonstrates ability to safely store medicines under supervision.</p>	<p>2 Orders, receives, stores and disposes of medicines safely (including controlled drugs).</p>	<p>Managing medicines in hospital or primary care settings, for example, schools and the home care setting.</p> <p>Legislation that underpins practice related to a wide range of medicines such as controlled drugs, infusions and oxygen.</p> <p>Suitable conditions for storage, managing out-of-date stock, safe handling medication, managing discrepancies in stock, omissions.</p>

<b>38 People can trust the newly registered graduate nurse to administer medicines safely and in a timely manner, including controlled drugs.</b>			
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>	<b>Indicative content</b>
	<p>1 Uses prescription charts correctly and maintains accurate records.</p> <p>2 Utilises and safely disposes of equipment needed to draw up and administer medication, for example, needles, syringes, gloves.</p> <p>3 Administers and, where necessary, prepares medication safely under direct supervision, including orally and by injection.</p>	<p>4 Safely and effectively administers and, where necessary, prepares medicines via routes and methods commonly used and maintains accurate records. (*)</p> <p>5 Supervises and teaches others to do the same.</p> <p>6 Understands the legal requirements.</p>	<p>Involvement of people receiving treatment, management of fear and anxiety, importance of non-verbal and verbal communication.</p> <p>Use of prescription charts including how to prepare, read and interpret them and record administration and non-administration. Use of personal drug record cards for controlled drugs.</p> <p>Preparing and administering medication in differing environments places, including the home care setting, hygiene, infection control, compliance aids, safe transport and disposal of medicines and equipment.</p> <p>Safety, checking person's identity, last dose, allergies, anaphylaxis, polypharmacy, monitoring of effect and record keeping.</p>

			<p>Where and how to report contra-indications, side effects, adverse reactions.</p> <p>Skills needed to administer safely via various means, for example, oral, topical, by infusion, injection, syringe driver and pumps.</p> <p>Aware of own limitations and when to refer on.</p> <p>Legal requirements, mechanisms for supply, sale and administration of medication, self-administration including controlled drugs.</p>
<p><b>39 People can trust a newly registered graduate nurse to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team and in a variety of care settings including at home.</b></p>			
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>	<b>Indicative content</b>
	<p>1 Demonstrates awareness of roles and responsibilities within the multi disciplinary team for medicines management, including how and in what ways information is shared within a variety of settings.</p>	<p>2 Effectively keep records of medication administered and omitted, in a variety of care settings, including controlled drugs and ensures others do the same.</p>	<p>Links to legislation, use of controlled drugs, the code in relation to confidentiality, consent and record keeping.</p> <p>Use of electronic records.</p>

<b>40 People can trust a newly registered graduate nurse to work in partnership with people receiving medical treatments and their carers.</b>			
<b>First progression point</b>	<b>Second progression point</b>	<b>Entry to the register</b>	<b>Indicative content</b>
	<p>1 Under supervision involves people and carers in administration and self-administration of medicines.</p>	<p>2 Works with people and carers to provide clear and accurate information.</p> <p>3 Gives clear instruction and explanation and checks that the person understands the use of medicines and treatment options.</p> <p>4 Assesses the person's ability to safely self-administer their medicines.</p> <p>5 Assists people to make safe and informed choices about their medicines.</p>	<p>Cultural, religious, linguistic and ethical beliefs, issues and sensitivities around medication.</p> <p>Ethical issues relating to compliance and administration of medicine without consent.</p> <p>Self-administration, assessment explanation and monitoring.</p> <p>Concordance.</p> <p>Meeting needs of specific groups including self-administration, for example, people with mental health needs, learning disabilities, children and young people, adolescents and older adults.</p>

<p><b>41 People can trust the newly registered graduate nurse to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines.</b></p>			
First progression point	Second progression point	Entry to the register	Indicative content
	<p>1 Accesses commonly used evidence based sources relating to the safe and effective management of medicine.</p>	<p>2 Works within national and local policies and ensures others do the same.</p>	<p>Evidence based practice, identification of resources, the 'expert' patient and client.</p> <p>Using sources of information, national and local policies, clinical governance, formularies, for example, <a href="#">British National Formulary</a> and the <a href="#">British National Formulary for Children</a>.</p>
<p><b>42 People can trust the newly registered graduate nurse to demonstrate understanding and knowledge to supply and administer via a patient group direction.</b></p>			
First progression point	Second progression point	Entry to the register	Indicative content
	<p>1 Demonstrates knowledge of what a patient group direction is and who can use them.</p>	<p>2 <b>Through simulation and course work</b> demonstrates knowledge and application of the principles required for safe and effective supply and administration via a patient group direction including an understanding of role and accountability.</p>	<p>National prescribing centre competency framework</p> <p><a href="http://www.npc.co.uk">www.npc.co.uk</a></p>



		3 <b>Through simulation and course work</b> demonstrates how to supply and administer via a patient group direction.	
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