

National Curriculum and Competency Framework Emergency Nursing (Level 1)



Acknowledgements

This Royal College of Nursing (RCN) curriculum and competency framework for emergency nursing was produced by a working party of emergency nursing representatives from across the United Kingdom. Special thanks go to the individuals who gave their time and expertise to make this possible.

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Foreword

Over 20 million patients access emergency and urgent care in the NHS each year in a range of settings and services. Central to each of these services are the nursing teams working alongside other professional colleagues to ensure that these patients and their families receive world-class care. The increasing demands and challenges on the NHS emergency care system have seen it evolve significantly in the last twenty years in the United Kingdom. Technological and clinical advances, coupled with the introduction of integrated emergency care networks, involving major trauma centres, and other centres of excellence, with emergency departments and urgent care centres, ensure patients can expect to receive quality and compassionate care responsive to their needs.

Alongside these clinical and service developments, emergency nursing has also progressed, both in terms of its ability to improve outcomes for patients and their families, and to enrich the profession of nursing itself, through evidence-base and role development. There is now an increasing diversity of nursing roles required in emergency care settings, demanding specialist and advanced skills and knowledge. Each brings a significant contribution to the multi-professional team in the modern emergency care environment.

This framework, developed by leading emergency nursing experts, is founded on nursing philosophy and details the depth and breadth of knowledge and skills required of emergency nurses. It offers long overdue clarity on the nomenclature of nursing roles in emergency care settings and provides a clear career structure for those wishing to advance in the specialism. It will facilitate consistency and continuity of educational preparation of emergency nursing teams, as well as future workforce planning, and will be an extremely valuable resource for both individual nurses and organisations.

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Contents

1	Introduction	5	Cross-cutting themes Level 1	24
	Preceptorship and induction	5	CCT1 – Patient assessment	25
	Glossary of nursing roles	6	CCT2 – Pain assessment and management	27
	Emergency nurse development pathway	7	CCT3 – Medicines management	28
	Foundation practice – Working to Level 1 competencies	8	CCT4 – Moving and handling	30
	Emergency nurses – Working to Level 2 competencies	8	CCT5 – Infection prevention and control	31
	Emergency nurse development – Beyond Level 2	8	CCT6 – Safeguarding children and adults	32
	The competence framework	9	CCT7 – Documentation and record keeping	34
	Good nursing practice	10	CCT8 – Preventing and controlling violence and aggression	35
	Cross-cutting themes	11	Clinical domains Level 1	36
	Emergency care clinical domains	12	CD1 – Caring for acutely ill adults	36
	Competence assessment	13	CD2 – Caring for adults requiring resuscitation	52
	The role of the clinical supervisor/assessor/mentor	14	CD3 – Caring for adults with minor illness or injury	62
2	Level 1 competencies:		CD4 – Caring for children and young people	70
	Good nursing practice Level 1	15	CD5 – Caring for people with mental health needs	82
	GNP1 – Professional behaviour	16	CD6 – Caring for older people	87
	GNP2 – Team working	17	CD7 – Emergency planning and disaster management	93
	GNP3 – Communication	18		
	GNP4 – Leadership and management	19		
	GNP5 – Education	20		
	GNP6 – Evidence-based practice	21		
	GNP7 – Legal and ethical dilemmas and decision making	22		
	GNP8 – Service evaluation and improvement	23		

1. Introduction

This framework was produced in response to a demand from RCN Emergency Care Association members for clarity in the competencies expected of nurses working in emergency care settings across the UK. Whilst its development focused on the needs of nurses working in emergency departments (EDs), the framework will also be applicable to nurses working in a wide range of urgent and emergency care settings and also other health care professionals who are required to care for patients in emergency care settings. The aim is to encourage professional development, leadership skills, and career progression in emergency nursing; promoting high quality patient care and a culture that supports recruitment and retention of emergency nurses. The framework is designed to support nurses from newly qualified or new to the specialty (foundation staff nurse) through to more experienced emergency nurses working with patients of all ages.

Nurses working in emergency care settings that receive trauma should also follow the trauma competency framework developed by the National Major Trauma Nursing Group. These competencies can be found at: www.nmtng.co.uk/emergency-dept-1.html

Competencies for advanced clinical practitioners in emergency care have been developed by the Royal College of Emergency Medicine (RCEM) and Health Education England (HEE). These have been endorsed by the RCN and are available at: www.rcem.ac.uk/RCEM/Exams_Training/Emergency_Care_ACP/RCEM/Exams_Training/Emergency_Care_ACP/Emergency_Care_ACP.aspx?hkey=8244ccaf-e85a-4b1e-8f8d-152484810137

Preceptorship

All nurses joining the NMC register have demonstrated their ability to undertake a wide range of core nursing skills with competence. This framework recognises the acquisition of these skills and seeks to build specific competence in emergency nursing. The guidance provided in the *Preceptorship framework for newly registered nurses, midwives and allied health professions* (DH, 2009), should act as a useful resource.

Induction

A period of structured support is vital for all nurses who are new to the emergency care environment. For nurses who have clinical experience elsewhere, their transition into emergency care may be less challenging, and their progress in achieving the competencies may be accelerated in comparison to that of the newly qualified nurse.

The emergency care environment is stressful and challenging and for emergency nurses to develop and work effectively, they need to maintain personal wellbeing. To develop resilience, emergency nurses should feel supported in exploring their experiences, to enable reflection and learning. The need for emotional support at any stage in an emergency nurse's career should never be underestimated.

References

Department of Health (2009) *Preceptorship framework for newly registered nurses, midwives and allied health professions*. London: DH.

Glossary of nursing roles in the emergency care setting

Foundation staff nurse: A registered nurse who is either newly qualified or new to emergency nursing; has not yet acquired the competencies of an emergency nurse. These nurses require supervision in practice, ranging from direct supervision in their initial weeks, to indirect supervision as they near the accomplishment of an emergency nurse. They should be working to complete the Level 1 competencies. Typically, they would be Band 5.

Emergency nurse: A registered nurse who has completed preceptorship and has achieved the Level 1 competencies. They can work with individual patients or groups of patients without direct supervision in the emergency care setting. This includes initial assessment and the provision of treatment (but not diagnosis) for patients. In EDs, this is likely to include working with patients in the resuscitation room, those with major illness or injury and those with minor presentations. They should be working to complete the Level 2 competencies. Typically, they would be Band 5 or 6.

Emergency charge nurse: An emergency nurse who has completed level 2 competencies, is a clinical expert and proactively develops themselves and others. They lead and supervise the clinical work of others and can manage the emergency care setting as a whole; managing patient flow and delegating care accordingly. In EDs they should work in close partnership with the emergency medicine consultant to ensure safety of patients and best use of resources. They should focus on more in-depth leadership, educational and/or research competencies, which are beyond the scope of this framework. Typically, they would be senior Band 6 or 7.

Emergency nurse practitioner (ENP): A registered nurse who has undertaken specific additional training in order to assess, diagnose and prescribe treatment for patients who present with minor injuries and or illness. The role of emergency nurse practitioner is subject to local variation in education and practice provision, therefore this framework does not provide the competencies required for this role. Typically, they would be Band 6 or 7.

Advanced clinical practitioner (ACP): An emergency nurse or other registered allied health professional who has undergone masters level education in examination, diagnosis and treatment and can provide a clinical consultation for any patient presenting to emergency care. They should be working to the Royal College of Emergency Medicine/Health Education England emergency care ACP competency standards. Typically, they would be Band 8a or 8b.

Practice educator: This is an emergency nurse having completed Level 2 competencies who facilitates educational opportunities in the emergency care setting. They provide supervision in practice, deliver training sessions and assessment of competencies. They often teach on nationally recognised courses (for example, advanced life support). They should be working towards education-specific competencies and/or qualifications. Typically, they are Band 6 or 7 depending on the leadership responsibilities of the role.

Practice development lead: This is an emergency nurse having completed Level 2 competencies who leads the education strategy for the emergency care setting. They will provide supervision in practice and deliver some training sessions, whilst establishing the training requirements in the setting to ensure the necessary workforce skill mix. They will link the education strategy for the emergency care setting with the overall strategy for education in the organisation. They will work closely with the lead nurse manager, the medical clinical director and other education providers, including higher education institutes (HEIs). They will typically be Band 7 or 8a.

Lead nurse manager: This is an emergency nurse having completed Level 2 competencies who is responsible for the day-to-day operational management of the emergency care setting, including workforce management and implementation of local policy and clinical guidelines. Typically, Band 7 or 8a.

Matron: This is an emergency nurse having completed Level 2 competencies who is responsible for quality assurance and quality improvement in the emergency care setting; including responding to patient feedback and ensuring clinical incidents are investigated and any recommendations actioned. Typically, Band 8a.

Emergency nurse consultant: A clinical expert in emergency nursing with responsibility for emergency care leadership; including strategic development of policy and practice, research, education and advanced clinical practice. Typically, Band 8b or 8c.

Emergency nurse development pathway

A clearly defined development pathway enables nurses to identify their position on a career journey, consider future options and plan the steps required to achieve their career aims.

Figure 1 maps the professional development pathways into management, education or clinical specialist roles for emergency nurses. Defining stages within the pathway not only facilitates career progression, but may also inform workforce development.

Figure 1: Career development pathway overview



Foundation practice – Working to Level 1 competencies

The newly qualified nurse requires at least 12 months to consolidate their nurse training in addition to developing the competencies to be an emergency nurse. In total, it may take them up to two years to become an emergency nurse.

Nurses new to the emergency care environment, but with previous nursing experience, should aim to complete their Foundation Level 1 competencies within 12 months. They may achieve them sooner if their previous experience is in an acute or critical care environment.

Developmental milestones of foundation staff nurse

Three months

- Be familiar with the environment and work as a member of the team caring for patients under supervision of an emergency nurse.
- Understand operational and patient processes in the various areas of the environment.
- Start to develop good nursing practice and competencies of cross-cutting themes at Level 1.
- Recognise own limitations, seeking help and advice when needed.

Six months

- Function as a member of the team in various areas of the setting, taking responsibility for planning, implementing and evaluating individual patient care.
- Achieve further good nursing practice, cross-cutting themes and specific competencies of the clinical practice domains at Level 1.

12 months (up to two years for newly qualified)

- Manage allocated patients in various settings. In the emergency department, this is likely to include majors, minors and resus.
- Safely undertake the initial assessment of patients and triage appropriately.
- Complete good nursing practice, cross-cutting themes and specific competencies of clinical practice domains at Level 1.
- Mentor student nurses and act as a guide to less experienced staff.

Emergency nurses – Working to Level 2 competencies

These nurses should form the largest nursing group in the emergency care setting. Provided they have had a structured foundation period, with appropriate education and supervision, they should be able to care for patients in all areas of the environment without direct supervision. These nurses will have successfully completed the Foundation practice Level 1 competencies and be working to complete the Level 2 competencies.

Developmental milestones of emergency nurses are likely to include:

- ability to lead the provision of evidence-based holistic care for groups of patients, from initial assessment to discharge or admission
- teaching and supervising less experienced staff and students
- developing in-depth knowledge about specific areas of interest and effectively communicating this to colleagues, for example, link nurse role
- advancing clinical skills and knowledge, developing teaching and assessing skills, and developing leadership qualities.

Emergency nurse development – Beyond Level 2

It is important to recognise that developing competence as an emergency nurse is the fundamental platform on which all domains evolve. Depending on the aspirations and chosen career direction, practice beyond that of an emergency nurse may follow a specific pathway or crossover between domains (see Figure 1):

- operational management (emergency sister/charge nurse/matron)
- education specialist (practice educator/lead for practice development)
- clinical specialist (emergency nurse practitioner/advanced nurse practitioner).

Competencies for these pathways are outside the scope of this document.

The competency framework

The national curriculum and competency framework for emergency nursing is demonstrated in Figure 2.

- Good nursing practice (GNP) – centre (core).
- Cross-cutting themes (CCT) – inner wheel.
- Clinical domains (CD) – outer wheel.

These sections appear in both Level 1 and Level 2 competency sets.

Figure 2: The competency framework



Good nursing practice

Good nursing practice (GNP) forms the basis of all nursing care and is central to the NMC Code. The behaviours outlined in GNP should be applied when approaching the other competencies within the framework. The domains of GNP cover competencies in:

- GNP1 – Professional behaviour
- GNP2 – Team working
- GNP3 – Communication
- GNP4 – Leadership and management
- GNP5 – Education
- GNP6 – Evidence-based practice
- GNP7 – Legal and ethical dilemmas and decision making
- GNP8 – Service evaluation and improvement.

Figure 3: Good nursing practice

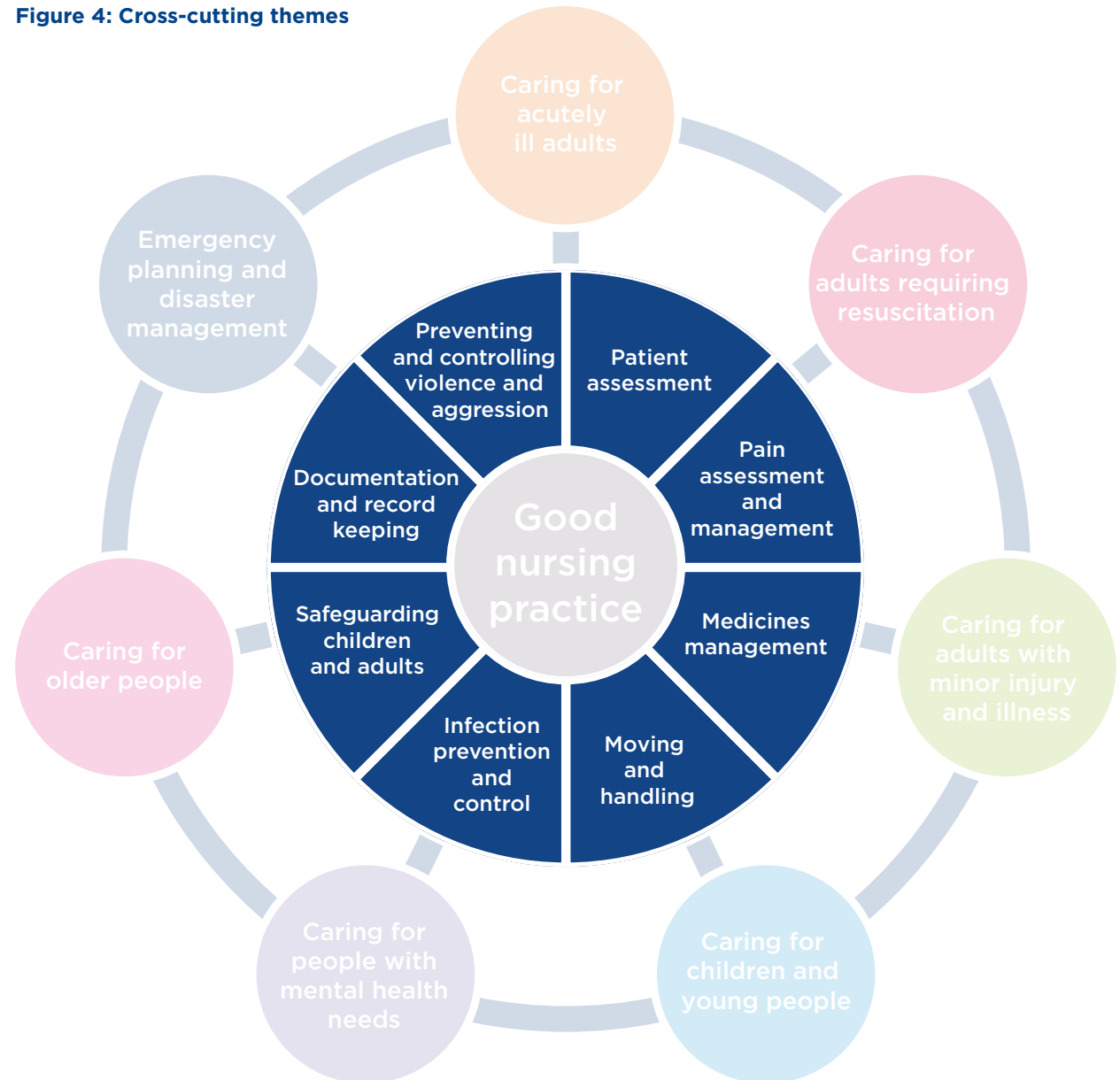


Cross-cutting themes

These generic themes apply to patients in any emergency care setting irrespective of their presenting complaint. The cross-cutting themes (CCT) in Figure 4 are grouped into competencies relating to:

- CCT1 – Patient assessment
- CCT2 – Pain assessment and management
- CCT3 – Medicines management
- CCT4 – Moving and handling
- CCT5 – Infection prevention and control
- CCT6 – Safeguarding children and adults
- CCT7 – Documentation and record keeping
- CCT8 – Preventing and controlling violence and aggression.

Figure 4: Cross-cutting themes

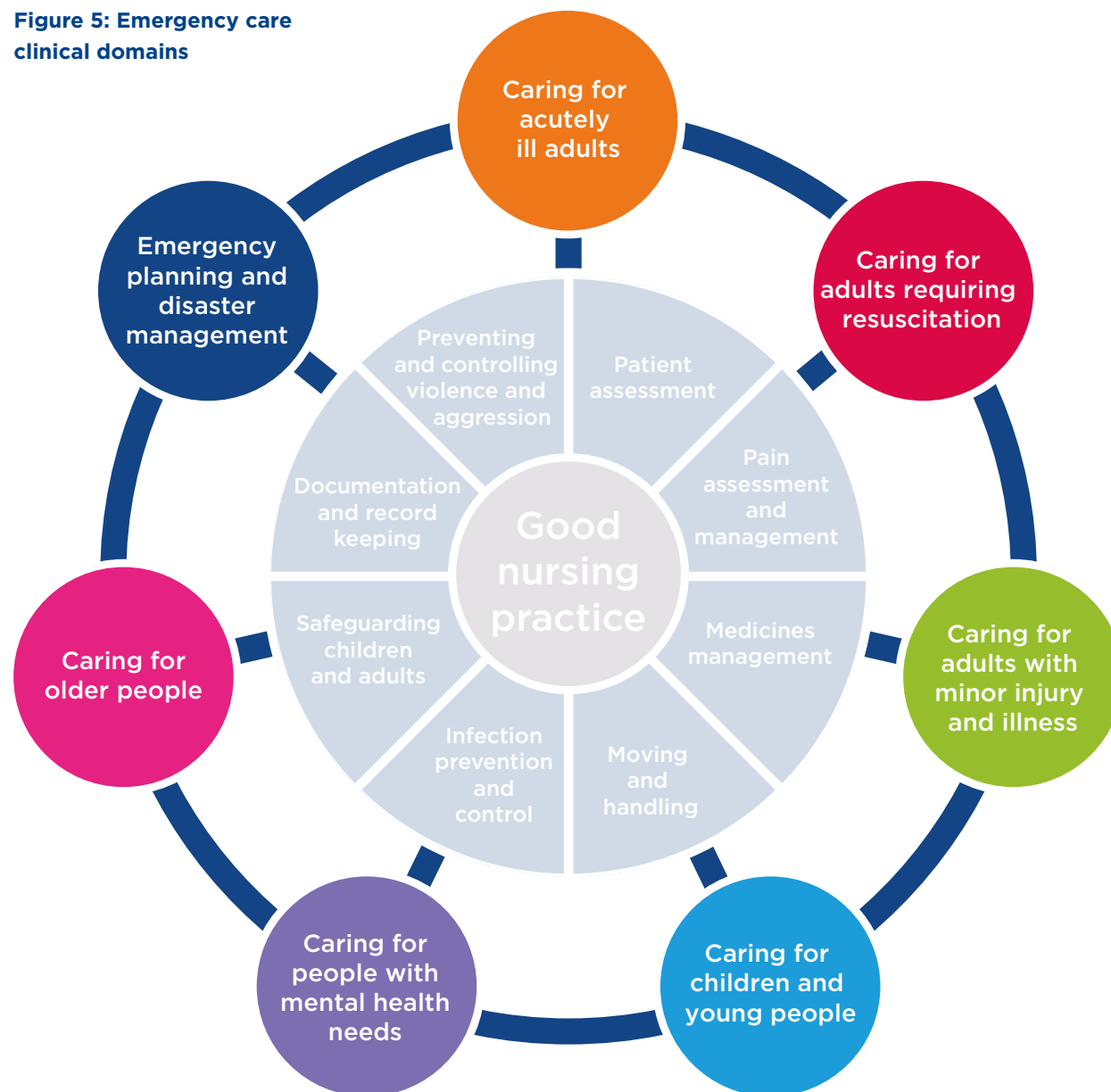


Emergency care clinical domains

The clinical domains (CD) in Figure 5 specify the competencies required to care for emergency patients across the lifespan. There are seven clinical domains:

- CD1 – Caring for acutely ill adults
- CD2 – Caring for adults requiring resuscitation
- CD3 – Caring for adults with minor injury and illness
- CD4 – Caring for children and young people
- CD5 – Caring for people with mental health needs
- CD6 – Caring for older people
- CD7 – Emergency planning and disaster management.

Figure 5: Emergency care clinical domains



Competence assessment

The competencies in this framework are presented in two levels. This publication covers competencies Level 1 and publication [005 923 covers competencies Level 2](#).

- Level 1 competencies are intended for the foundation staff nurse to complete.
- Level 2 competencies are intended for the emergency nurse to complete.

It is recognised that prior to the introduction of this framework, many nurses will have worked in emergency care for many years. It would be reasonable for them to go straight to Level 2 competencies rather than start with Level 1. For this reason, many of the Level 1 competencies are duplicated in Level 2 where they are still required of a Level 2 emergency nurse. For those who have completed level 1, some evidence will be transferable to the Level 2 framework, where the competencies remain the same. However, the majority will require demonstration of a higher level of achievement within the taxonomy as described opposite.

Competencies should be assessed using Benner's stages of clinical competence (Figure 6). This taxonomy is widely known and the definitions are easy to apply.

Figure 6: Benner's stages of clinical competence

Code	Novice to expert continuum	Description
N	Novice or beginner	No experience in the situation in which they are expected to perform and depend on rules to guide their actions. Lacks confidence to demonstrate safe practice and requires continual verbal and physical cues.
AB	Advanced beginner	Demonstrates marginally acceptable performance because the nurse has had prior experience in actual situations. Often needs help setting priorities and cannot reliably sort out what is most important in complex situations and will require help to prioritise.
C	Competent	Demonstrates efficiency, is co-ordinated and has confidence in their actions. Able to plan and determine which aspects of a situation are important and which can be ignored or delayed. This practitioner lacks the speed and flexibility of a proficient practitioner but they show an ability to cope with and manage contingencies of practice.
P	Proficient	Someone who perceives the situation as a whole rather than in parts. They have a holistic understanding of clinical situations which makes for quick and more accurate decision making. They consider fewer options and quickly hone in on accurate issues of the problem.
E	Expert	No longer relies on rules, guidelines, etc. to rapidly understand the problem. With an extensive background of experience demonstrates an intuitive grasp of complex situations. They focus on the accurate region of the problem without first considering fruitless possibilities.

Benner P (1984) *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley.

Each competency starts with a self-assessment that helps to identify individual learning needs.

- Novice (N): I have some awareness but little knowledge or skill in this competency.
- Advanced beginner (AB): I have basic knowledge or skill in this competency and need supervision.
- Competent (C): I have the knowledge and skills relevant for the competency and could complete without supervision.
- Proficient (P): I am experienced in the knowledge and skills relevant for the competency and could supervise or teach others.
- Expert (E): I am leading developments in this competency.

For each competency, minimum achievement criteria are set for successful completion. However, this should be regarded as a minimum and not stifle those who wish to progress beyond this, for which they should be given recognition. Whilst some competencies will be unique to each level, others have identical wording in Levels 1 and 2, but the minimum achievement criteria differ. For example, at Level 1 'Advanced beginner' may be required, whilst at Level 2 'Proficiency' may be required.

The role of the clinical supervisor/assessor/mentor

A foundation staff nurse should have an emergency nurse as a supervisor (having completed Level 1 as a minimum). The supervisor should have undergone specific training in supervision and assessment of others and, typically, would be a senior emergency nurse, emergency charge nurse or practice educator. For emergency nurses, a supervisor should be beyond Level 2. Typically, they would be an emergency charge nurse or practice educator.

It is recognised that when an emergency care setting starts to use this curriculum, there may be insufficient nurses that have achieved Level 1 and 2 competencies to supervise the development of foundation staff nurses and emergency nurses. Until such a time, a pragmatic approach should be applied and senior nurses should be allowed to supervise others commensurate with their current role.

Whilst self-assessment helps to direct learning, support development and provides a baseline for subsequent assessment, objective formal assessment of competence should be undertaken for quality assurance purposes and should include individual professional feedback. Assessment should be based on objective evidence. Due to the diverse nature of the competencies, no one type of evidence can meet all the statements. It is important that a variety of evidence types are used to demonstrate the knowledge, skills and behaviours required. Evidence may include, but would not be limited to:

- direct observation of practice (DOPS)
- case-based discussion (CBD)
- simulation (S)
- reflective report (RR)

- question and answer (Q&A)
- anonymised clinical case notes (CCN)
- feedback from colleagues and/or patients (F)
- nationally recognised courses (RC).

It would be acceptable to put these abbreviated codes in the evidence column of the competency framework to demonstrate the type of evidence that has been generated. Regular reviews are essential to highlight and resolve any difficulties in achieving or maintaining competence. They also provide support for individuals, helping them to reach their potential without being restricted by traditional time-bound progression limits.

It would be overwhelming for anyone to try to address all the competencies simultaneously; it is recommended that realistic developmental goals are set at each one-to-one meeting and reviewed in a timely manner. It may be helpful to put the date of the next meeting in the 'expected achievement date' column of those competencies which should be prioritised, leaving blank those competencies which will be done at a future date.

During the first year of employment in the emergency care setting, it would be realistic to meet with a mentor/assessor after the first month, then at three monthly intervals with an appraisal at the end of the first year. In year two, it would be realistic to meet at six-monthly intervals, with annual appraisals and development planning thereafter.

At each meeting, there should be an agreement on which specific competencies have been achieved or maintained and which need to be progressed before the next meeting. It may be decided that some competencies are not applicable to the emergency care environment in which the individual is working. In this case 'N/A' should be marked against them. This will allow the individual to use their competency framework as a passport should they move to another emergency care workplace and continue their development.

Level 1 competencies

Good nursing practice (GNP) Level 1



Contents

Core skills: Good nursing practice (GNP) – Level 1

GNP1 – Professional behaviour – Level 1								
	Demonstrate the knowledge, skills and behaviour to project a high standard of professional nursing							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 1.1.1 (L1)	Understand the NMC Code and its application within clinical practice	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 1.2.1 (L1)	Contribute to own personal appraisal process, preparing documents and reflecting on practice	N, AB, C, P, E	Competent					
GNP 1.2.2 (L1)	Identify own developmental needs	N, AB, C, P, E	Competent					
GNP 1.2.3 (L1)	Alter pace of work according to urgency of the clinical situation or demands of the emergency care setting	N, AB, C, P, E	Competent					
	Behaviour	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 1.3.1 (L1)	Acknowledge limitations in knowledge, skills and behaviour	N, AB, C, P, E	Competent					
GNP 1.3.2 (L1)	Demonstrate a positive attitude to learning and the development of self and others	N, AB, C, P, E	Competent					
GNP 1.3.3 (L1)	Promote multi-professional team working	N, AB, C, P, E	Competent					
GNP 1.3.4 (L1)	Build a professional relationship with students and/or other professionals on attachment	N, AB, C, P, E	Competent					
GNP 1.3.5 (L1)	Act as a role model to others; projecting a professional image at all times	N, AB, C, P, E	Competent					

Contents

Core skills: Good nursing practice (GNP) – Level 1

GNP2 – Team working – Level 1								
	Contribute to effective team working							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 2.1.1 (L1)	Understand the concepts relating to human factors and team resource management; situational awareness and error theory	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 2.2.1 (L1)	Identify stress and or stressful situations for self	N, AB, C, P, E	Advanced beginner					
GNP 2.2.2 (L1)	Identify stress and or stressful situations for others	N, AB, C, P, E	Advanced beginner					
GNP 2.2.3 (L1)	Identify individual coping mechanisms for dealing with stress	N, AB, C, P, E	Advanced beginner					
GNP 2.2.4 (L1)	Demonstrate the ability to work effectively in a team	N, AB, C, P, E	Competent					
GNP 2.2.5 (L1)	Demonstrate the ability to lead a small team	N, AB, C, P, E	Competent					

Contents

Core skills: Good nursing practice (GNP) – Level 1

GNP3 – Communication – Level 1								
	Ensure effective communication							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 3.1.1 (L1)	Understand factors that influence communication and common barriers to effective communication	N, AB, C, P, E	Competent					
GNP 3.1.2 (L1)	Discuss strategies available to aid communication for individuals who have sensory impairment	N, AB, C, P, E	Competent					
GNP 3.1.3 (L1)	Discuss strategies available to aid communication with individuals who speak languages other than English	N, AB, C, P, E	Competent					
GNP 3.1.4 (L1)	Describe and evaluate tools and strategies available to improve the quality of communication between health professionals	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 3.2.1 (L1)	Demonstrate effective communication with colleagues both internal and external to the emergency care setting	N, AB, C, P, E	Competent					
GNP 3.2.2 (L1)	Demonstrate effective communication with partner agencies	N, AB, C, P, E	Advanced beginner					
GNP 3.2.3 (L1)	Demonstrate effective communication with patients of all ages and their families/carers/those important to the patient, including regular updates on care plans	N, AB, C, P, E	Competent					
GNP 3.2.4 (L1)	Facilitate use of interpreting services in line with local policy	N, AB, C, P, E	Competent					
GNP 3.4.5 (L1)	Communicate effectively with individuals with audio and/or visual impairment	N, AB, C, P, E	Advanced beginner					

Contents

Core skills: Good nursing practice (GNP) – Level 1

GNP4 – Leadership and management – Level 1								
	Lead and manage the provision of emergency nursing care to individuals or small groups of patients							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 4.1.1 (L1)	Discuss the use of local and national quality indicators of emergency care	N, AB, C, P, E	Competent					
GNP 4.1.2 (L1)	Discuss theories of leadership	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 4.2.1 (L1)	Respond appropriately to patient satisfaction concerns and complaints	N, AB, C, P, E	Competent					
GNP 4.2.2 (L1)	Manage own time effectively, demonstrating skill in prioritising workload	N, AB, C, P, E	Competent					
GNP 4.2.3 (L1)	Demonstrate ability to manage the care of small groups of patients within one area of the care setting	N, AB, C, P, E	Competent					
GNP 4.2.4 (L1)	Demonstrate the ability to anticipate the patient's trajectory through the care setting	N, AB, C, P, E	Competent					
GNP 4.2.5 (L1)	Identify and escalate concerns relating to patient safety according to local policy	N, AB, C, P, E	Competent					

Contents

Core skills: Good nursing practice (GNP) – Level 1

GNP5 – Education – Level 1								
	Support the delivery of education, training and mentorship within the emergency care setting							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 5.1.1 (L1)	Understand the theories that underpin clinical education and mentorship, including learning style theories	N, AB, C, P, E	Advanced beginner					
GNP 5.1.2 (L1)	Discuss patient education strategies	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 5.2.1 (L1)	Select and implement strategies to facilitate patient education	N, AB, C, P, E	Competent					
GNP 5.2.2 (L1)	Demonstrate skill at teaching others, modifying approach in response to learning style	N, AB, C, P, E	Advanced beginner					

Contents

Core skills: Good nursing practice (GNP) – Level 1

GNP6 – Evidence-based practice – Level 1								
	Ensure safe and effective care through application of evidence-based practice							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 6.1.1 (L1)	Understand the theory of evidence-based practice	N, AB, C, P, E	Competent					
GNP 6.1.2 (L1)	Describe how evidence can be identified and accessed	N, AB, C, P, E	Competent					
GNP 6.1.3 (L1)	Describe how evidence should be reviewed and evaluated	N, AB, C, P, E	Competent					
GNP 6.1.4 (L1)	Understand the local process for changing practice based on best evidence	N, AB, C, P, E	Advanced beginner					
GNP 6.1.5 (L1)	Understand the principles to be considered when individual care requires deviation from standard practice guidelines	N, AB, C, P, E	Advanced beginner					
GNP 6.1.6 (L1)	Understand the principles of the audit process	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 6.2.1 (L1)	Demonstrate ability to critically appraise literature from professional and or academic sources	N, AB, C, P, E	Competent					
GNP 6.2.2 (L1)	Demonstrate ability to make a judgement about the applicability of a study to the clinical environment	N, AB, C, P, E	Advanced beginner					
GNP 6.2.3 (L1)	Contribute to developing evidence-based patient protocols and guidelines	N, AB, C, P, E	Advanced beginner					
GNP 6.2.4 (L1)	Contribute to the audit process within the clinical setting	N, AB, C, P, E	Novice					
GNP 6.2.5 (L1)	Identify topics for audit and/or research	N, AB, C, P, E	Novice					

Contents

Core skills: Good nursing practice (GNP) – Level 1

GNP7 – Legal and ethical dilemmas and decision making – Level 1								
	Ensure practice is founded on legal frameworks and ethical principles							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 7.1.1 (L1)	Demonstrate understanding of the legal and ethical frameworks related to consent for all age groups	N, AB, C, P, E	Competent					
GNP 7.1.2 (L1)	Demonstrate understanding of the legal and ethical frameworks related to confidentiality for all age groups	N, AB, C, P, E	Competent					
GNP 7.1.3 (L1)	Describe the principles of the Equality Act (or equivalent in country of practice) and the implications for practice	N, AB, C, P, E	Advanced beginner					
GNP 7.1.4 (L1)	Describe the principles of the Mental Capacity Act, including the Deprivation of Liberty Safeguards and the implications for practice (or equivalent in country of practice)	N, AB, C, P, E	Competent					
GNP 7.1.5 (L1)	Describe the principles of the Children Act (in country of practice), and the local implications	N, AB, C, P, E	Advanced beginner					
GNP 7.1.6 (L1)	Demonstrate understanding of the Mental Health Act (in country of practice) and the local implications	N, AB, C, P, E	Advanced beginner					
GNP 7.1.7 (L1)	Reflect analytically on ethical, moral and legal dilemmas within clinical practice	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 7.2.1 (L1)	Demonstrate the ability to undertake and document an assessment of mental capacity	N, AB, C, P, E	Advanced beginner					
GNP 7.2.2 (L1)	Demonstrate skill in applying the principles of the Mental Capacity Act (according to country of practice)	N, AB, C, P, E	Advanced beginner					
GNP 7.2.3 (L1)	Demonstrate ability to identify when there is a requirement to breach confidentiality	N, AB, C, P, E	Advanced beginner					
GNP 7.2.4 (L1)	Demonstrate ability to gain lawful consent for treatment in the emergency care setting	N, AB, C, P, E	Competent					
GNP 7.2.5 (L1)	Recognise situations where it is necessary to provide treatment without consent and implement the process to ensure this is lawful	N, AB, C, P, E	Competent					
GNP 7.2.6 (L1)	Demonstrate ability to initiate proceedings to establish Deprivation of Liberty safeguards (or equivalent in country of practice)	N, AB, C, P, E	Advanced beginner					
GNP 7.2.7 (L1)	Demonstrate ability to identify when legal advice is required and escalate to senior clinician	N, AB, C, P, E	Advanced beginner					

Contents

Core skills: Good nursing practice (GNP) – Level 1

GNP8 – Service evaluation and improvement – Level 1								
	Contribute to service evaluation and improvement initiatives							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 8.1.1 (L1)	Demonstrate an understanding of the policies which influence cost-effective, high quality care	N, AB, C, P, E	Advanced beginner					
GNP 8.1.2 (L1)	Understand how quality is measured in the care setting	N, AB, C, P, E	Advanced beginner					
GNP 8.1.3 (L1)	Understand local processes for service evaluation	N, AB, C, P, E	Advanced beginner					
GNP 8.1.4 (L1)	Understand local service improvement processes	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
GNP 8.2.1 (L1)	Engage with patients/carers to inform service development	N, AB, C, P, E	Advanced beginner					
GNP 8.2.2 (L1)	Communicate ideas for service improvement using local governance frameworks	N, AB, C, P, E	Advanced beginner					
GNP 8.2.3 (L1)	Contribute to service improvement projects	N, AB, C, P, E	Advanced beginner					

Level 1 competencies

Cross-cutting themes (CCT) Level 1



Contents

Cross-cutting themes (CCT) Level 1

CCT1 – Patient assessment – Level 1								
	Holistically and systematically, assess patients							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 1.1.1 (L1)	Understand the value of pre-hospital care information	N, AB, C, P, E	Competent					
CCT 1.1.2 (L1)	Understand the factors that affect communication or act as a communication barrier, and strategies that may be used to overcome them (Cross-reference to GNP3)	N, AB, C, P, E	Competent					
CCT 1.1.3 (L1)	Understand the importance of obtaining a comprehensive clinical and social history in order to plan appropriate person-centred care	N, AB, C, P, E	Competent					
CCT 1.1.4 (L1)	Understand the elements underpinning the structured approach to patient assessment (Airway, Breathing, Circulation, Disability, Exposure)	N, AB, C, P, E	Competent					
CCT 1.1.5 (L1)	Discuss the use of clinical assessment tools	N, AB, C, P, E	Advanced beginner					
CCT 1.1.6 (L1)	Understand the system in place to prioritise a patient according to clinical need	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 1.2.1 (L1)	Effectively receive handover from pre-hospital personnel and document appropriately	N, AB, C, P, E	Competent					
CCT 1.2.2 (L1)	Use a structured approach to gather and document the clinical history	N, AB, C, P, E	Competent					
CCT 1.2.3 (L1)	Effectively determine patient priority based on assessment (triage)	N, AB, C, P, E	Competent					
CCT 1.2.4 (L1)	Direct/move patients to appropriate areas, teams and services	N, AB, C, P, E	Advanced beginner					
CCT 1.2.5 (L1)	Use a structured A-E approach to undertake patient assessment	N, AB, C, P, E	Competent					
CCT 1.2.6 (L1)	Safely and accurately record clinical observations including: <ul style="list-style-type: none"> • respiration • oxygen saturations • heart rate (manual) • blood pressure • temperature • Peak expiratory flow rate 	N, AB, C, P, E	Competent					

Contents

CCT 1.2.7 (L1)	Use the National Early Warning Score (or local variant) and act as per guidelines depending on score	N, AB, C, P, E	Competent					
CCT 1.2.8 (L1)	Safely and accurately conduct the following investigations: <ul style="list-style-type: none"> • ECG monitoring • capillary blood glucose • urinalysis • pregnancy testing 	N, AB, C, P, E	Competent					
CCT 1.2.9 (L1)	Safely and effectively conduct cannulation and venipuncture in accordance with local guidelines	N, AB, C, P, E	Competent					

Contents

Cross-cutting themes (CCT) Level 1

CCT2 – Pain assessment and management – Level 1								
	Provide holistic care for patients with pain							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 2.1.1 (L1)	Understand the physiology of pain	N, AB, C, P, E	Advanced beginner					
CCT 2.1.2 (L1)	Understand the principles of pain management	N, AB, C, P, E	Competent					
CCT 2.1.3 (L1)	Discuss the tools available to assess and objectively measure pain in adults (for children see CD 4.2 - Level 1)	N, AB, C, P, E	Competent					
CCT 2.1.4 (L1)	Discuss how pain assessment relates to triage priority	N, AB, C, P, E	Competent					
CCT 2.1.5 (L1)	Discuss the pharmacological and non-pharmacological strategies for managing pain	N, AB, C, P, E	Competent					
CCT 2.1.6 (L1)	Understand locally agreed Patient Group Directions (PGDs) for nurse-led analgesia (where relevant)	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 2.2.1 (L1)	Use pain assessment tools to objectively assess pain	N, AB, C, P, E	Competent					
CCT 2.2.2 (L1)	Apply appropriate non-pharmacologic strategies for the management of pain (i.e. splinting, positioning, dressings)	N, AB, C, P, E	Competent					
CCT 2.2.3 (L1)	Administer prescribed analgesia via a variety of routes	N, AB, C, P, E	Competent					
CCT 2.2.4 (L1)	If using PGDs: select appropriate drug and route for effective pain management using systematic and step-wise approach	N, AB, C, P, E	Competent					
CCT 2.2.5 (L1)	Use Entonox safely and appropriately	N, AB, C, P, E	Competent					
CCT 2.2.6 (L1)	Evaluate the effectiveness of analgesia at appropriate times following administration and escalate appropriately where pain remains unmanaged	N, AB, C, P, E	Competent					

Contents

Cross-cutting themes (CCT) Level 1

CCT3 – Medicines management – Level 1								
	Store, administer and dispose of medications safely and effectively in line with NMC standards and local policy							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 3.1.1 (L1)	Understand the NMC standards for medicines management and their local application	N, AB, C, P, E	Competent					
CCT 3.1.2 (L1)	Understand locally agreed policies, procedures and guidelines relating to the storage, administration, disposal and recording of medicines	N, AB, C, P, E	Competent					
CCT 3.1.3 (L1)	Describe how to find additional information about medicines (e.g. British National Formulary)	N, AB, C, P, E	Competent					
CCT 3.1.4 (L1)	Understand the immunisation schedule and its importance	N, AB, C, P, E	Competent					
CCT 3.1.5 (L1)	Understand drug error or near miss reporting	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 3.2.1 (L1)	Follow local policies on drug administration and the NMC guidelines for the administration of medicines	N, AB, C, P, E	Competent					
CCT 3.2.2 (L1)	Store medication safely	N, AB, C, P, E	Competent					
CCT 3.2.3 (L1)	Select appropriate equipment and safely administer medications as prescribed via: <ul style="list-style-type: none"> • oral • intravenous • intramuscular • subcutaneous • inhaled • rectal • buccal • topical • ophthalmic • aural 	N, AB, C, P, E	Competent					
CCT 3.2.4 (L1)	Administer controlled drugs as per local policy	N, AB, C, P, E	Competent					
CCT 3.2.5 (L1)	Recognise and take appropriate action when a patient experiences adverse drug reactions, allergic reactions or anaphylaxis	N, AB, C, P, E	Competent					

Contents

CCT 3.2.6 (L1)	Document and communicate appropriately when patients refuse medications	N, AB, C, P, E	Competent					
CCT 3.2.7 (L1)	Administer medications using PGDs as per local policy	N, AB, C, P, E	Competent					
CCT 3.2.8 (L1)	Report medicine-related adverse incidents or 'near-miss' events	N, AB, C, P, E	Competent					
CCT 3.2.9 (L1)	Ensure adequate information for patients about medication prior to discharge	N, AB, C, P, E	Competent					

Contents

Cross-cutting themes (CCT) Level 1

CCT4 – Moving and handling – Level 1								
	Ensure safe moving and handling of patients and equipment in the emergency care setting							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 4.1.1 (L1)	Understand the principles of safe moving and handling	N, AB, C, P, E	Competent					
CCT 4.1.2 (L1)	Discuss the tools available to aid the assessment of moving and handling tasks	N, AB, C, P, E	Competent					
CCT 4.1.3 (L1)	Understand the equipment available within the local organisation, including its benefits and limitations	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 4.2.1 (L1)	Adhere to local health and safety guidance when moving equipment and resources, such as consumables	N, AB, C, P, E	Competent					
CCT 4.2.2 (L1)	Assess and plan patient moving and handling needs	N, AB, C, P, E	Competent					
CCT 4.2.3 (L1)	Safely use locally available moving and handling aids	N, AB, C, P, E	Competent					

Contents

Cross-cutting themes (CCT) Level 1

CCT5 – Infection prevention and control – Level 1								
	Care for patients with due regard to infection prevention and control principles							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 5.1.1 (L1)	Understand the role of the infection prevention and control (IPC) team	N, AB, C, P, E	Advanced beginner					
CCT 5.1.2 (L1)	Discuss the local IPC policies and identify IPC resources	N, AB, C, P, E	Advanced beginner					
CCT 5.1.3 (L1)	Understand the importance of the hand hygiene policy and the correct use of Personal Protective Equipment (PPE)	N, AB, C, P, E	Competent					
CCT 5.1.4 (L1)	Explain national, regional and local initiatives/target/data in relation to infection prevention and control (IPC)	N, AB, C, P, E	Advanced beginner					
CCT 5.1.5 (L1)	Describe the 'chain of infection' and give examples of how it can be broken	N, AB, C, P, E	Competent					
CCT 5.1.6 (L1)	Understand antimicrobial resistance and the nurse's role in antibiotic safeguarding	N, AB, C, P, E	Advanced beginner					
CCT 5.1.7 (L1)	Have awareness of communicable diseases	N, AB, C, P, E	Advanced beginner					
CCT 5.1.8 (L1)	Discuss the local pandemic infection plan and major incident plan related to infection control (see CD 7.1)	N, AB, C, P, E	Advanced beginner					
CCT 5.1.9 (L1)	Understand implementation of the department isolation plan and associated implications	N, AB, C, P, E	Advanced beginner					
CCT 5.1.10 (L1)	Understand when and how to decontaminate equipment and department areas	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 5.2.1 (L1)	Apply the isolation, waste, linen, standard precautions and sharps policies	N, AB, C, P, E	Competent					
CCT 5.2.2 (L1)	Apply and remove PPE safely	N, AB, C, P, E	Competent					
CCT 5.2.3 (L1)	Decontaminate hands effectively	N, AB, C, P, E	Competent					
CCT 5.2.4 (L1)	Demonstrate the use of aseptic technique. i.e. Aseptic Non-Touch Technique (ANTT)	N, AB, C, P, E	Competent					
CCT 5.2.5 (L1)	Effectively communicate, with other health care providers, the infection status of patients	N, AB, C, P, E	Competent					

Contents

Cross-cutting themes (CCT) Level 1

CCT6 – Safeguarding children and adults – Level 1								
	Protect the safety of children and adults							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 6.1.1 (L1)	Understand local guidelines and policies on safeguarding adults and children and how to access support	N, AB, C, P, E	Competent					
CCT 6.1.2 (L1)	Identify the named nurse for safeguarding adults and children and understand their role	N, AB, C, P, E	Competent					
CCT 6.1.3 (L1)	Understand the needs of persons who are susceptible to abuse, either through mental disability, physical disability or at risk from self or carer	N, AB, C, P, E	Competent					
CCT 6.1.4 (L1)	Understand the principles of the Mental Capacity Act (or equivalent in country of practice) and its implementation. (Also see GNP 7)	N, AB, C, P, E	Competent					
CCT 6.1.5 (L1)	Understand the principles and legal implications for Deprivation of Liberty Safeguards (DOLS) or capacity legislation in country of practice. (Also see GNP 7)	N, AB, C, P, E	Competent					
CCT 6.1.6 (L1)	Discuss the signs and symptoms of abuse: <ul style="list-style-type: none"> • physical • emotional • sexual (including exploitation) • female genital mutilation • neglect • domestic abuse • honour-based violence 	N, AB, C, P, E	Competent					
CCT 6.1.7 (L1)	Discuss information sharing in order to adequately safeguard children or adults	N, AB, C, P, E	Advanced beginner					
CCT 6.1.8 (L1)	Understand the role of safeguarding a patient's dependents	N, AB, C, P, E	Competent					
CCT 6.1.9 (L1)	Discuss the challenges of caring for a person/family suffering from domestic abuse	N, AB, C, P, E	Advanced beginner					
CCT 6.1.10 (L1)	Recognise local processes for referral to external agencies	N, AB, C, P, E	Advanced beginner					

Contents

	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 6.2.1 (L1)	Identify children or parents in need of social support and initiate appropriate action	N, AB, C, P, E	Competent					
CCT 6.2.2 (L1)	Respond appropriately to situations which necessitate immediate action to safeguard children or adults	N, AB, C, P, E	Competent					
CCT 6.2.3 (L1)	Access and implement the local policy for safeguarding children and adults	N, AB, C, P, E	Competent					
CCT 6.2.4 (L1)	Access support and advice in conducting safeguarding interventions	N, AB, C, P, E	Competent					
CCT 6.2.5 (L1)	Undertake a risk assessment and initiate a local multi-agency domestic abuse referral	N, AB, C, P, E	Advanced beginner					
CCT 6.2.6 (L1)	Identify appropriate resources available for persons who are at risk of abuse	N, AB, C, P, E	Advanced beginner					
CCT 6.2.7 (L1)	Complete safeguarding training level commensurate with local policy	N, AB, C, P, E	Competent					
CCT 6.2.8 (L1)	Engage in safeguarding supervision	N, AB, C, P, E	Competent					

Contents

Cross-cutting themes (CCT) Level 1

CCT7 – Documentation and record keeping – Level 1								
	Effectively document care in line with NMC standards for record keeping							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 7.1.1 (L1)	Understand the NMC standards and local policy for documentation and record keeping	N, AB, C, P, E	Competent					
CCT 7.1.2 (L1)	Discuss patient confidentiality and the safekeeping of patient-identifiable data including application of the Data Protection Act 1998 (or equivalent in country of practice)	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement		Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 7.2.1 (L1)	Complete all documentation accurately and legibly in accordance with national and local guidelines	N, AB, C, P, E	Competent					
CCT 7.2.2 (L1)	Ensure that patient-identifiable records remain secure	N, AB, C, P, E	Competent					

Contents

Cross-cutting themes (CCT) Level 1

CCT8 – Preventing and controlling violence and aggression – Level 1								
Ensure safety of staff and patients when individuals display violent and/or aggressive behaviour								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 8.1.1 (L1)	Demonstrate an understanding of clinical conditions that increase the risk of violence and aggression or agitation	N, AB, C, P, E	Advanced beginner					
CCT 8.1.2 (L1)	Understand the potential triggers for violent and aggressive behaviour	N, AB, C, P, E	Competent					
CCT 8.1.3 (L1)	Identify and discuss the warning and danger signs of aggressive and violent behaviour	N, AB, C, P, E	Competent					
CCT 8.1.4 (L1)	Understand the local policy on restraint, both physical and chemical	N, AB, C, P, E	Advanced beginner					
CCT 8.1.5 (L1)	Understand the local policy for involvement of security and police services	N, AB, C, P, E	Advanced beginner					
CCT 8.1.6 (L1)	Describe the use of safe breakaway techniques	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement		Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CCT 8.2.1 (L1)	Recognise signs of increasing emotion or agitation and use appropriate de-escalation techniques in the management of violence and aggression	N, AB, C, P, E	Competent					
CCT 8.2.2 (L1)	Use safe breakaway techniques to maintain own safety	N, AB, C, P, E	Competent					
CCT 8.2.3 (L1)	Ensure any restrictive practice procedures are implemented safely, effectively and based on an appropriate assessment of risk, with minimum force necessary and appropriate monitoring during the restraint	N, AB, C, P, E	Advanced beginner					
CCT 8.2.4 (L1)	Contact support services to assist with episodes of violence and aggression as per local policy	N, AB, C, P, E	Advanced beginner					
CCT 8.2.5 (L1)	Safely and effectively assist with rapid tranquilisation and undertake appropriate nursing care of the sedated patient	N, AB, C, P, E	Advanced beginner					
CCT 8.2.6 (L1)	Use local risk management system to report episodes of violence and aggression or raise concerns about issues relating to staff or patient safety	N, AB, C, P, E	Advanced beginner					
CCT 8.2.7 (L1)	Recognise the implications for the mental wellbeing of all people involved following an episode of violence or aggression and seek appropriate support	N, AB, C, P, E	Advanced beginner					

Level 1 competencies

Clinical domains (CD) Level 1 Caring for acutely ill adults



Contents

CD1 – Caring for acutely ill adults – Level 1

CD1.1 – Adults with problems affecting the respiratory system – Level 1								
	Care for patients with airway and/or respiratory system compromise. Also see National Major Trauma Nursing Competencies level 1 for trauma-specific respiratory competencies: www.nmtng.co.uk/emergency-dept-1.html							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 1.1.1 (L1)	Understand the normal anatomy and physiology of the respiratory system	N, AB, C, P, E	Competent					
CD1 1.1.2 (L1)	Understand the principles (and tools used) of respiratory function assessment	N, AB, C, P, E	Competent					
CD1 1.1.3 (L1)	Understand the conditions associated with actual or potential obstruction of the upper airway and the associated signs and airway noises	N, AB, C, P, E	Competent					
CD1 1.1.4 (L1)	Discuss the features and clinical presentation of patients with: <ul style="list-style-type: none"> acute breathlessness type 1 respiratory failure type 2 respiratory failure 	N, AB, C, P, E	Competent					
CD1 1.1.5 (L1)	Understand the pathophysiology associated with the illnesses of: <ul style="list-style-type: none"> pulmonary embolism (PE) respiratory tract infection and pneumonia asthma COPD 	N, AB, C, P, E	Competent					
CD1 1.1.6 (L1)	Understand the local and national guidelines for oxygen therapy	N, AB, C, P, E	Competent					
CD1 1.1.7 (L1)	Discuss methods of delivering oxygen therapy for supporting ventilation	N, AB, C, P, E	Competent					
CD1 1.1.8 (L1)	Describe the pathophysiology of a pneumothorax and tension pneumothorax, and describe the principles and possible complications of treatment	N, AB, C, P, E	Advanced beginner					
CD1 1.1.9 (L1)	Understand the signs and symptoms of respiratory distress and the local escalation processes to ensure appropriate clinical support	N, AB, C, P, E	Competent					

Contents

	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD11.2.1 (L1)	As part of a structured A-E assessment, assess and record: <ul style="list-style-type: none"> • actual or potential airway obstruction • respiratory rate, depth and pattern • oxygen saturations, having awareness of situations which affect reliability of readings • peak expiratory flow rate 	N, AB, C, P, E	Competent					
CD11.2.2 (L1)	Recognise and respond appropriately to: <ul style="list-style-type: none"> • stridor • expiratory wheeze 	N, AB, C, P, E	Competent					
CD11.2.3 (L1)	Deliver oxygen therapy using a range of devices: <ul style="list-style-type: none"> • nasal cannulae • variable flow masks • high-concentration masks • tracheostomy masks 	N, AB, C, P, E	Competent					
CD11.2.4 (L1)	Deliver inhaled medication via: <ul style="list-style-type: none"> • metered dose inhaler (with and without spacer device) • nebuliser device 	N, AB, C, P, E	Competent					
CD11.2.5 (L1)	Prepare equipment and support a patient undergoing chest aspiration or chest drain insertion for a pneumothorax	N, AB, C, P, E	Competent					

Contents

CD1 – Caring for acutely ill adults – Level 1

CD1.2 – Adults with problems affecting the cardiovascular system – Level 1								
	Effectively care for patients with cardiovascular problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 2.1.1 (L1)	Understand the normal anatomy and physiology of the cardiovascular system	N, AB, C, P, E	Competent					
CD1 2.1.2 (L1)	Understand cardiac conduction, the cardiac cycle and the features of the normal ECG	N, AB, C, P, E	Advanced beginner					
CD1 2.1.3 (L1)	Discuss the advanced life support (ALS) algorithms for managing abnormal cardiac rhythms associated with significant patient cardiovascular compromise	N, AB, C, P, E	Advanced beginner					
CD1 2.1.4 (L1)	Understand ECG changes associated with acute coronary syndromes (ACS) and/or myocardial infarction, and appropriate escalation pathways	N, AB, C, P, E	Advanced beginner					
CD1 2.1.5 (L1)	Discuss the pathophysiology of: <ul style="list-style-type: none"> • pericarditis • pulmonary embolism • pneumothorax • pleuritic pain • musculoskeletal chest pain • ischaemic limb pain 	N, AB, C, P, E	Advanced beginner					
CD1 2.1.6 (L1)	Understand the pathophysiology of sickle cell anaemia and treatment for sickle cell crisis in relation to cardiovascular problems	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 2.2.1 (L1)	Undertake a structured approach to the assessment of patients presenting with chest pain and determine priority of care	N, AB, C, P, E	Competent					
CD1 2.2.2 (L1)	Correctly perform 12 lead ECG and troubleshoot where recordings are of poor quality (such as artefact, wandering baseline, etc.)	N, AB, C, P, E	Competent					
CD1 2.2.3 (L1)	Provide effective care to patients in acute heart failure, including administration of prescribed medication, monitoring of clinical condition and provision of psychological support	N, AB, C, P, E	Competent					
CD1 2.2.5 (L1)	Prepare equipment and assist with care of patients requiring: <ul style="list-style-type: none"> • synchronised cardioversion • transcutaneous pacing 	N, AB, C, P, E	Advanced beginner					

Contents

CD1 – Caring for acutely ill adults – Level 1

CD1.3 Neurological system – Level 1								
	Effectively care for patients with neurological problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 3.1.1 (L1)	Understand basic anatomy and physiology of the central nervous system including: <ul style="list-style-type: none"> • principal brain areas and their function • sensory and motor pathways 	N, AB, C, P, E	Advanced beginner					
CD1 3.1.2 (L1)	Understand the pathophysiology associated with the following medical conditions: <ul style="list-style-type: none"> • stroke • intracranial haemorrhage (subarachnoid haemorrhage, extradural haemorrhage, subdural haemorrhage) • epilepsy • Parkinson's disease • Guillain-Barré syndrome • Myasthenia gravis 	N, AB, C, P, E	Advanced beginner					
CD1 3.1.3 (L1)	Understand national guidelines for: <ul style="list-style-type: none"> • stroke • head injury • Parkinson's disease • back pain 	N, AB, C, P, E	Advanced beginner					
CD1 3.1.4 (L1)	Discuss the signs of conditions requiring emergency intervention: <ul style="list-style-type: none"> • raised intracranial pressure • cauda-equina 	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 3.2.1 (L1)	Recognise and act appropriately when mechanism of injury or history of presenting complaint may suggest acute neurological insult	N, AB, C, P, E	Advanced beginner					

Contents

CD1 3.2.2 (L1)	Undertake a neurological assessment to include: <ul style="list-style-type: none"> • assessment of conscious level using 'alert, voice, pain, unresponsive' scale (AVPU) • basic assessment of sensation, motor power and tone • Glasgow Coma Score • assessment of pupillary size and reaction 	N, AB, C, P, E	Competent					
CD1 3.2.3 (L1)	Apply local and national clinical guidelines in the care of <ul style="list-style-type: none"> • stroke • intracranial haemorrhage • seizures • altered levels of consciousness 	N, AB, C, P, E	Competent					
CD1 3.2.4 (L1)	Provide safe and effective care of the agitated and/or combative patient	N, AB, C, P, E	Advanced beginner					

Contents

CD1 – Caring for acutely ill adults – Level 1

CD1.4 - Gastrointestinal system – Level 1								
	Effectively care for patients with abdominal pain and/or gastrointestinal problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 4.1.1 (L1)	Understand the anatomy and physiology of the gastrointestinal (GI) system	N, AB, C, P, E	Competent					
CD1 4.1.2 (L1)	Understand the pathophysiology associated with the following emergency presentations: <ul style="list-style-type: none"> • GI bleeding • intra-abdominal sepsis, including pancreatitis • acute gastroenteritis • abdominal aortic aneurism • ischaemic bowel 	N, AB, C, P, E	Competent					
CD1 4.1.3 (L1)	Discuss specific information required when assessing patients with acute gastrointestinal symptoms and/or abdominal pain in order to determine clinical priority	N, AB, C, P, E	Competent					
CD1 4.1.4 (L1)	Understand local clinical guidelines pertaining to common gastrointestinal emergency presentations (e.g. GI bleeding)	N, AB, C, P, E	Advanced beginner					
CD1 4.1.5 (L1)	Understand the rationale for insertion of nasogastric tube in this group of patients and local guidelines/policy for tube placement	N, AB, C, P, E	Advanced beginner					
CD1 4.1.6 (L1)	Describe the investigations commonly undertaken in patients with abdominal pain or gastrointestinal presentations	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 4.2.1 (L1)	Demonstrate initial assessment and prioritisation of patients presenting with abdominal pain, initiating appropriate pain relief and investigations to aid further clinical assessment	N, AB, C, P, E	Competent					
CD1 4.2.2 (L1)	Recognise and report 'red flag' signs and symptoms of: <ul style="list-style-type: none"> • vomiting and/or per rectum loss of frank or occult blood • faecal vomiting • rigid/distended abdomen • abdominal bruising 	N, AB, C, P, E	Advanced beginner					
CD1 4.2.3 (L1)	Provide care with respect to dignity and privacy for patients with diarrhoea and or vomiting; having awareness of skin integrity problems in patients with diarrhoea	N, AB, C, P, E	Competent					

Contents

CD1 4.2.4 (L1)	Demonstrate the ability to safely and effectively insert a wide bore nasogastric tube	N, AB, C, P, E	Competent					
CD1 4.2.5 (L1)	Recognise and locate the equipment used to control variceal bleeding	N, AB, C, P, E	Competent					
CD1 4.2.6 (L1)	Recognise patients who may pose an infection control risk and implement isolation procedures (e.g. those with diarrhoea and or vomiting)	N, AB, C, P, E	Competent					
CD1 4.2.7 (L1)	Undertake collection of stool samples and send for appropriate investigations	N, AB, C, P, E	Competent					

Contents

CD1 – Caring for acutely ill adults – Level 1

CD1.5 – Renal system – Level 1								
	Effectively care for patients with renal problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 5.1.1 (L1)	Understand the anatomy and physiology of the kidneys and renal tract	N, AB, C, P, E	Competent					
CD1 5.1.2 (L1)	Understand the pathophysiology associated with the common renal presentations: <ul style="list-style-type: none"> • Pyelonephritis • renal colic • urine retention and haematuria • trauma to the kidney and/or renal tract 	N, AB, C, P, E	Advanced beginner					
CD1 5.1.3 (L1)	Discuss the pathophysiology associated with the following presentations and their relationship to the renal system: <ul style="list-style-type: none"> • hyper/hypokalemia • hyper/hyponatremia • hypomagnesemia 	N, AB, C, P, E	Advanced beginner					
CD1 5.1.4 (L1)	Understand the presenting signs and symptoms and pathophysiology associated with: <ul style="list-style-type: none"> • AKI – acute kidney injury • CKD – chronic kidney disease 	N, AB, C, P, E	Advanced beginner					
CD1 5.1.5 (L1)	Recognise the normal values for urea and electrolytes and understand the significance of derangement	N, AB, C, P, E	Advanced beginner					
CD1 5.1.6 (L1)	Understand the local and national guidelines (including NICE guidelines) in relation to AKI and CKD	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 5.2.1 (L1)	Implement safe and effective care in patients with: <ul style="list-style-type: none"> • acute kidney injury • chronic kidney disease 	N, AB, C, P, E	Advanced beginner					
CD1 5.2.2 (L1)	Insert urethral catheters in female patients in line with locally agreed policies and procedures	N, AB, C, P, E	Advanced beginner					
CD1 5.2.3 (L1)	Insert urethral catheters in male patients in line with locally agreed policies and procedures	N, AB, C, P, E	Advanced beginner					
CD1 5.2.4 (L1)	Monitor urine output and fluid intake and escalate concerns appropriately	N, AB, C, P, E	Competent					

Contents

CD1 – Caring for acutely ill adults – Level 1

CD1.6 – Endocrine system – Level 1								
	Effectively care for patients with endocrine problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 6.1.1 (L1)	Understand the anatomy and physiology associated with the endocrine system	N, AB, C, P, E	Advanced beginner					
CD1 6.1.2 (L1)	Understand the pathophysiology associated with conditions affecting the endocrine system, in particular: <ul style="list-style-type: none"> pancreas – diabetes and glycaemic emergencies thyroid – thyrotoxicosis and hypothyroidism pituitary – diabetes insipidus adrenal – Addison's disease 	N, AB, C, P, E	Advanced beginner					
CD1 6.1.3 (L1)	Describe the signs and symptoms of the following presentations: <ul style="list-style-type: none"> hyperglycaemia diabetic ketoacidosis (DKA) hypoglycaemia Addisonian Crisis 	N, AB, C, P, E	Advanced beginner					
CD1 6.1.4 (L1)	Understand the local guidelines to manage endocrine emergency presentations	N, AB, C, P, E	Advanced beginner					
CD1 6.1.5 (L1)	Understand the normal reference ranges for blood glucose, blood pH, lactate and blood gases	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 6.2.1 (L1)	Recognise 'red flag' endocrine presentations and escalate concerns to an appropriate clinician	N, AB, C, P, E	Advanced beginner					
CD1 6.2.2 (L1)	Provide safe and effective assessment of patients presenting with actual or potential problems affecting the endocrine system, including the ability to undertake the following investigations: <ul style="list-style-type: none"> capillary blood glucose monitoring capillary blood ketone monitoring urinalysis 	N, AB, C, P, E	Competent					

Contents

CD1 6.2.3 (L1)	Provide safe and effective care to patients with endocrine emergencies, in particular the management of: <ul style="list-style-type: none"> • hyperglycaemia • DKA • hypoglycaemia • Addison's Crisis 	N, AB, C, P, E	Advanced beginner					
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Contents

CD1 – Caring for acutely ill adults – Level 1

CD1.7 – Reproductive system – Level 1								
	Effectively care for patients with reproductive system problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 7.1.1 (L1)	Understand the normal anatomy and physiology of the male and female reproductive system	N, AB, C, P, E	Competent					
CD1 7.1.2 (L1)	Understand the assessment and management of vaginal and rectal foreign bodies	N, AB, C, P, E	Advanced beginner					
CD1 7.1.3 (L1)	Understand the emotional and physical care of women and men who present with injuries as a result of sexual assault or rape	N, AB, C, P, E	Advanced beginner					
CD1 7.1.4 (L1)	Discuss the signs, symptoms and presentation of sexually transmitted infections (STIs), their management and the information and referral resources available	N, AB, C, P, E	Advanced beginner					
CD1 7.1.5 (L1)	Describe the health promotion and screening available for reproductive health surveillance for men and women including: <ul style="list-style-type: none"> • breast and testicular self-examination • vulval health • cervical smears • human papilloma virus (HPV) vaccination • mammography • prostate assessment and examination 	N, AB, C, P, E	Advanced beginner					
	Female-specific competency knowledge							
CD1 7.1.6 (L1)	Understand reproductive development and maturity, the menstrual cycle and the features of normal menopausal changes	N, AB, C, P, E	Advanced beginner					
CD1 7.1.7 (L1)	Describe the primary symptoms of potential cancer diagnosis	N, AB, C, P, E	Advanced beginner					
CD1 7.1.8 (L1)	Discuss the specific assessment related to female reproductive system presentations to determine clinical priority	N, AB, C, P, E	Competent					
CD1 7.1.9 (L1)	Understand the assessment, treatment options, health advice and sexual health promotion for women requesting emergency contraception	N, AB, C, P, E	Advanced beginner					
CD1 7.1.10 (L1)	Discuss the legal and professional responsibilities of the emergency nurse in relation to female genital mutilation (FGM)	N, AB, C, P, E	Competent					

Contents

	Pregnancy-specific competency knowledge							
CD1 7.1.11 (L1)	Understand the significance of establishing pregnancy in the emergency care setting and the potential for false negatives based on hormonal irregularities	N, AB, C, P, E	Competent					
CD1 7.1.12 (L1)	Describe the development of the foetus within the first 16 weeks and the related health guidance in early pregnancy	N, AB, C, P, E	Advanced beginner					
CD1 7.1.13 (L1)	Understand the signs and symptoms and management of hyperemesis	N, AB, C, P, E	Advanced beginner					
CD1 7.1.14 (L1)	Understand the local guidance relating to: <ul style="list-style-type: none"> • miscarriage • ectopic pregnancy • emergency delivery 	N, AB, C, P, E	Advanced beginner					
CD1 7.1.15 (L1)	Describe local policy for investigating and/or disposing of products of conception in the emergency care setting	N, AB, C, P, E	Advanced beginner					
CD1 7.1.16 (L1)	Understand the physical and emotional impact of early miscarriage and ectopic pregnancy and the importance of empathy, support and specific services and counselling available	N, AB, C, P, E	Competent					
CD1 7.1.17 (L1)	Understand the assessment and management of women presenting with complications post termination of pregnancy	N, AB, C, P, E	Advanced beginner					
CD1 7.1.18 (L1)	Understand common complications which arise in the third trimester of pregnancy (e.g. pre-eclampsia, gestational diabetes)	N, AB, C, P, E	Advanced beginner					
	Gynaecological conditions							
CD1 7.1.19 (L1)	Understand the features and management of: <ul style="list-style-type: none"> • torsion or rupture of ovarian cysts • salpingitis • pelvic inflammatory disorders • dysmenorrhoea • IVF associated conditions (ovarian hyperstimulation) 	N, AB, C, P, E	Advanced beginner					
CD1 7.1.20 (L1)	Understand the features and management of abnormal vaginal bleeding from: <ul style="list-style-type: none"> • trauma • post-coital • post-menopausal 	N, AB, C, P, E	Advanced beginner					

Contents

	Male-specific competency knowledge							
CD1 7.1.21 (L1)	Understand reproductive development and sexual maturity	N, AB, C, P, E	Advanced beginner					
CD1 7.1.22 (L1)	Describe the specific assessment related to the male reproductive system to determine clinical priority	N, AB, C, P, E	Competent					
CD1 7.1.23 (L1)	Understand the signs and symptoms and management of: <ul style="list-style-type: none"> • torsion of the testes • hydrocele • epididymo-orchitis • penile trauma • penile fracture • balanitis • paraphymosis • priapism 	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 7.2.1 (L1)	Undertake a structured approach to the initial assessment of women presenting with problems associated with pregnancy and prioritise appropriately (triage)	N, AB, C, P, E	Competent					
CD1 7.2.2 (L1)	Undertake a structured approach to the initial assessment of women presenting with gynaecological symptoms and prioritise appropriately	N, AB, C, P, E	Competent					
CD1 7.2.3 (L1)	Prepare equipment and support women undergoing vaginal examination and ensure the presence of a female chaperone	N, AB, C, P, E	Competent					
CD1 7.2.4 (L1)	Identify location and prepare equipment required in the event of haemorrhagic shock resulting from vaginal bleeding	N, AB, C, P, E	Competent					
CD1 7.2.5 (L1)	Undertake a structured approach to the initial assessment of men presenting with reproductive/genital associated symptoms and prioritise appropriately	N, AB, C, P, E	Competent					
CD1 7.2.6 (L1)	Prepare equipment and support men undergoing examination of the reproductive system, and ensure the presence of a male chaperone	N, AB, C, P, E	Competent					
CD1 7.2.7 (L1)	Demonstrate compassion and empathy when communicating with patients, and those important to them, who may be experiencing the loss of a pregnancy or news of an unexpected pregnancy	N, AB, C, P, E	Competent					
CD1 7.2.8 (L1)	Demonstrate a non-judgemental approach to issues of sexual harm, including FGM, assault, rape and sexually transmitted infection	N, AB, C, P, E	Competent					

Contents

CD1 – Caring for acutely ill adults – Level 1

CD1.8 – Illness affecting the musculoskeletal system – Level 1 (also see the National Major Trauma Nursing Group competencies Level 1, which can be found at: www.nmtng.co.uk/emergency-dept-1.html)								
	Effectively care for patients with major musculoskeletal problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 8.1.1 (L1)	Understand the anatomy and physiology of the musculoskeletal system	N, AB, C, P, E	Competent					
CD1 8.1.2 (L1)	Understand the immediate management of catastrophic haemorrhage associated with musculoskeletal injuries	N, AB, C, P, E	Competent					
CD1 8.1.3 (L1)	Describe the signs and symptoms of life or limb-threatening musculoskeletal injuries	N, AB, C, P, E	Competent					
CD1 8.1.4 (L1)	Describe the initial assessment of major musculoskeletal problems, including the relevance of mechanism of injury	N, AB, C, P, E	Competent					
CD1 8.1.5 (L1)	Understand the pathophysiology of major musculoskeletal problems including: <ul style="list-style-type: none"> • major fractures – pelvis, hip and long bones • spinal injury • cauda-equina • major joint dislocation 	N, AB, C, P, E	Competent					
CD1 8.1.6 (L1)	Understand the local and national guidelines for the assessment and management of major musculoskeletal problems (e.g. local trauma network guidelines)	N, AB, C, P, E	Advanced beginner					
CD1 8.1.7 (L1)	Understand the assessment and treatment of venous thromboembolism (VTE)	N, AB, C, P, E	Advanced beginner					
CD1 8.1.8 (L1)	Describe local policy on VTE prevention in patients with immobilised limbs	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD1 8.2.1 (L1)	Undertake a structured initial assessment of patients with musculoskeletal problems and prioritise care appropriately (triage)	N, AB, C, P, E	Competent					

Contents

CD1 8.2.2 (L1)	Provide safe and effective care for patients with: <ul style="list-style-type: none"> • major pelvic injury • fractured neck of femur • fractured femoral shaft • major joint dislocation • spinal injury 	N, AB, C, P, E	Competent					
CD1 8.2.3 (L1)	Identify the need for emergency manipulations of fractures and dislocations that pose a threat to neurovascular supply or skin integrity, and escalate appropriately	N, AB, C, P, E	Competent					
CD1 8.2.4 (L1)	Apply a range of splints to support major fractures	N, AB, C, P, E	Advanced beginner					
CD1 8.2.5 (L1)	Apply femoral traction splints	N, AB, C, P, E	Advanced beginner					
CD1 8.2.6 (L1)	Apply a pelvic splint	N, AB, C, P, E	Advanced beginner					
CD1 8.2.7 (L1)	Identify the need for, and demonstrate safe spinal immobilisation of patients	N, AB, C, P, E	Advanced beginner					

Level 1 competencies

Clinical domains (CD) Level 1 Caring for adults requiring resuscitation



For nurses caring for trauma patients please also see the National Major Trauma Nursing Group competencies, available at: www.nmtng.co.uk/emergency-dept-1.html

Contents

CD2 – Caring for adults requiring resuscitation – Level 1

CD2.1 – Anaphylaxis – Level 1								
	Care appropriately for patients suffering anaphylaxis							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 1.1.1 (L1)	Understand the pathophysiology of anaphylaxis	N, AB, C, P, E	Advanced beginner					
CD2 1.1.2 (L1)	Understand the clinical signs and symptoms differentiating between allergic reaction and anaphylaxis	N, AB, C, P, E	Competent					
CD2 1.1.3 (L1)	Discuss the common causes of anaphylaxis	N, AB, C, P, E	Competent					
CD2 1.1.4 (L1)	Describe how to summon emergency assistance to support immediate emergency care	N, AB, C, P, E	Competent					
CD2 1.1.5 (L1)	Understand the national and local guidelines for the emergency management of anaphylaxis	N, AB, C, P, E	Advanced beginner					
CD2 1.1.6 (L1)	Understand the importance of investigations in patients with anaphylaxis (e.g. venous blood gas, lactate, mast cell tryptase)	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 1.2.1 (L1)	Recognise signs of anaphylaxis (bronchospasm, hypotension, angio-oedema) and summon appropriate clinical support	N, AB, C, P, E	Competent					
CD2 1.2.2 (L1)	Initiate emergency resuscitation – oxygen and IM adrenaline	N, AB, C, P, E	Competent					
CD2 1.2.3 (L1)	Ensure timely IV access, IV fluids, antihistamine and steroids (in accordance with national guidance and locally agreed procedures)	N, AB, C, P, E	Advanced beginner					
CD2 1.2.4 (L1)	Establish appropriate physiological monitoring	N, AB, C, P, E	Competent					
CD2 1.2.5 (L1)	Ensure the patient is placed in an appropriate clinical area, capable of supporting their physiological needs and level of observation	N, AB, C, P, E	Competent					

Contents

CD2 – Caring for adults requiring resuscitation – Level 1

CD2.2 – Cardiorespiratory arrest – Level 1								
	Identify patients in respiratory or cardiorespiratory arrest and instigate life support procedures in accordance with the UK Resuscitation Council guidelines (2015), available at: www.resus.org.uk/resuscitation-guidelines							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 2.1.1 (L1)	Understand the causes of cardiac arrest, including special situations (e.g. overdose, hypothermia)	N, AB, C, P, E	Competent					
CD2 2.1.2 (L1)	Understand the UK Resuscitation Council guidelines for in-hospital resuscitation	N, AB, C, P, E	Competent					
CD2 2.1.3 (L1)	Understand the indications and delivery methods of drugs used within the advanced life support (ALS) algorithm	N, AB, C, P, E	Competent					
CD2 2.1.4 (L1)	Describe the safe use of emergency resuscitation equipment	N, AB, C, P, E	Competent					
CD2 2.1.5 (L1)	Discuss the major reversible causes of cardiorespiratory arrest and their treatment	N, AB, C, P, E	Advanced beginner					
CD2 2.1.6 (L1)	Understand the decision-making process relating to continuation or termination of resuscitation, and the actions to be taken in the event of unsuccessful resuscitation	N, AB, C, P, E	Advanced beginner					
CD2 2.1.7 (L1)	Understand procedures relating to organ and tissue donation	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 2.2.1 (L1)	Rapidly assess the collapsed patient, adopting a structured approach	N, AB, C, P, E	Competent					
CD2 2.2.2 (L1)	Recognise critical illness and summon appropriate clinical support to instigate early management (prevention of cardiorespiratory arrest)	N, AB, C, P, E	Competent					
CD2 2.2.3 (L1)	Perform basic life support in accordance with the Resuscitation Council UK guidelines – effective chest compressions, basic airway management and bag-valve-mask ventilation	N, AB, C, P, E	Competent					
CD2 2.2.4 (L1)	Intermediate Life Support (or equivalent) provider status	N, AB, C, P, E	Competent					
CD2 2.2.5 (L1)	Prepare and administer resuscitation drugs as per instructions of the team leader	N, AB, C, P, E	Competent					
CD2 2.2.6 (L1)	Perform safely and effectively as part of the resuscitation team	N, AB, C, P, E	Competent					
CD2 2.2.7 (L1)	Establish monitoring and perform or facilitate investigations following the return of spontaneous cardiac output (also see CD2.6)	N, AB, C, P, E	Competent					
CD2 2.2.8 (L1)	Provide appropriate emotional support during the process of breaking bad news; demonstrate sensitivity and empathy	N, AB, C, P, E	Advanced beginner					
CD2 2.2.9 (L1)	Care for the deceased patient in accordance with local guidelines	N, AB, C, P, E	Advanced beginner					

Contents

CD2 – Caring for adults requiring resuscitation – Level 1

CD2.3 – Managing sepsis – Level 1								
	Provide appropriate care for patients with sepsis							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 3.1.1 (L1)	Understand the potential causes of sepsis	N, AB, C, P, E	Advanced beginner					
CD2 3.1.2 (L1)	Understand the pathophysiology of sepsis, including its identifying clinical features	N, AB, C, P, E	Advanced beginner					
CD2 3.1.3 (L1)	Describe the significance of patient investigations such as: lactate levels and white cell count	N, AB, C, P, E	Advanced beginner					
CD2 3.1.4 (L1)	Understand locally agreed guidelines and documentation relating to sepsis	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 3.2.1 (L1)	Identify patients with signs of sepsis and report to senior clinician	N, AB, C, P, E	Competent					
CD2 3.2.2 (L1)	Instigate physiological monitoring, record baseline observations and accurately calculate early warning score and assign patient priority (triage)	N, AB, C, P, E	Competent					
CD2 3.2.3 (L1)	Initiate oxygen therapy titrated to oxygen saturations and in accordance with agreed guidelines	N, AB, C, P, E	Competent					
CD2 3.2.4 (L1)	Establish IV access and obtain appropriate blood samples, including venous blood cultures – in line with locally agreed procedures	N, AB, C, P, E	Competent					
CD2 3.2.5 (L1)	Administer intravenous fluid and antibiotics as prescribed and in accordance with guidelines and local policy	N, AB, C, P, E	Competent					
CD2 3.2.6 (L1)	Evaluate results of near patient tests and escalate abnormal results appropriately	N, AB, C, P, E	Advanced beginner					
CD2 3.2.7 (L1)	Maintain accurate fluid balance monitoring	N, AB, C, P, E	Competent					
CD2 3.2.8 (L1)	Maintain close observation of patient's condition, liaising with critical care support as required in line with local guidelines and procedures	N, AB, C, P, E	Advanced beginner					

Contents

CD2 – Caring for adults requiring resuscitation – Level 1

CD2.4 – The shocked patient – Level 1								
Provide appropriate care for patients with 'shock' states. Also see CD2.1 Anaphylaxis, CD2.3 Sepsis and the National Major Trauma Group competencies								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 4.1.1 (L1)	Define 'shock' and discuss the pathophysiology and presenting signs and symptoms resulting from: <ul style="list-style-type: none"> hypovolemic shock cardiogenic shock septic shock anaphylactic shock neurogenic shock 	N, AB, C, P, E	Advanced beginner					
CD2 4.1.2 (L1)	Understand the progression of shock and the resulting manifestation of signs, symptoms and blood values	N, AB, C, P, E	Advanced beginner					
CD2 4.1.3 (L1)	Understand the management of the different forms of shock listed above	N, AB, C, P, E	Advanced beginner					
CD2 4.1.4 (L1)	Describe methods to minimise external bleeding	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 4.2.1 (L1)	Identify and report evidence of catastrophic haemorrhage	N, AB, C, P, E	Competent					
CD2 4.2.2 (L1)	Instigate physiological monitoring, record baseline observations and accurately calculate early warning score and assign patient priority (triage)	N, AB, C, P, E	Competent					
CD2 4.2.3 (L1)	Initiate oxygen therapy in accordance with local and national guidance	N, AB, C, P, E	Competent					
CD2 4.2.4 (L1)	Establish IV access and obtain appropriate blood samples, in line with locally agreed procedures	N, AB, C, P, E	Competent					
CD2 4.2.5 (L1)	Initiate intravenous fluids and/or transfusion of blood products as prescribed and in accordance with guidelines and local policy	N, AB, C, P, E	Competent					
CD2 4.2.6 (L1)	Evaluate blood results and communicate abnormal results appropriately	N, AB, C, P, E	Competent					
CD2 4.2.7 (L1)	Maintains accurate fluid balance monitoring	N, AB, C, P, E	Competent					
CD2 4.2.8 (L1)	Evaluate effect of interventions and communicate timely to responsible clinician. Escalate deterioration as per local guidelines	N, AB, C, P, E	Competent					

Contents

CD2 – Caring for adults requiring resuscitation – Level 1

CD2.5 – The unconscious patient – Level 1								
	Provide holistic care for patients presenting with reduced level of consciousness							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 5.1.1 (L1)	Discuss the potential causes of unconsciousness	N, AB, C, P, E	Advanced beginner					
CD2 5.1.2 (L1)	Describe the systematic assessment of patients with altered levels of consciousness	N, AB, C, P, E	Competent					
CD2 5.1.3 (L1)	Understand the terms 'AVPU' and describe the Glasgow Coma Score (GCS)	N, AB, C, P, E	Competent					
CD2 5.1.4 (L1)	Describe the investigations required to establish cause and possible treatment for patients with altered levels of consciousness	N, AB, C, P, E	Advanced beginner					
CD2 5.1.5 (L1)	Describe methods of obtaining information on relevant medical history in unconscious patients (e.g. medic alerts, telephone)	N, AB, C, P, E	Advanced beginner					
CD2 5.1.6 (L1)	Understand the local pathways to specialist services for patients with brain injury (e.g. cerebral haemorrhage or stroke)	N, AB, C, P, E	Advanced beginner					
CD2 5.1.7 (L1)	Understand the need for comprehensive nursing care to meet hydration, hygiene (oral, eye and general), mobility and communication needs in patients unable to do so themselves	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 5.2.1 (L1)	Recognise patients who are unable to maintain their own airway and implement the following basic airway skills: <ul style="list-style-type: none"> • positioning – chin lift/head tilt and/or jaw thrust • use of oropharyngeal airways (OPA) • use of nasopharyngeal airway (NPA) • suctioning of the oropharynx 	N, AB, C, P, E	Competent					
CD2 5.2.2 (L1)	Escalate promptly and effectively concerns about any patient with the inability to protect or maintain their airway, or where there is derangement or deterioration of physiological parameters	N, AB, C, P, E	Competent					
CD2 5.2.3 (L1)	Demonstrate the ability to undertake a structured initial assessment of a patient with altered conscious level, and prioritise care appropriately (triage)	N, AB, C, P, E	Competent					
CD2 5.2.4 (L1)	Establish appropriate physiological monitoring	N, AB, C, P, E	Competent					

Contents

CD2 5.2.5 (L1)	Demonstrate effective patient positioning, having due regard for pressure area monitoring	N, AB, C, P, E	Competent					
CD2 5.2.6 (L1)	Conduct eye and mouth care once initial assessment and evaluation has been completed	N, AB, C, P, E	Competent					
CD2 5.2.7 (L1)	Ensure hygiene needs are met with due regard for privacy and dignity	N, AB, C, P, E	Competent					
CD2 5.2.8 (L1)	Take steps to establish identity of patients and contact significant others	N, AB, C, P, E	Advanced beginner					

Contents

CD2 – Caring for adults requiring resuscitation – Level 1

CD2.6 – Emergency airway and ventilation management – Level 1								
	Provide holistic care for patients requiring emergency airway intervention and/or ventilation							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 6.1.1 (L1)	Understand the principles of bag-valve-mask ventilation	N, AB, C, P, E	Competent					
CD2 6.1.2 (L1)	Describe emergency airway management and the principles of rapid sequence induction (RSI)	N, AB, C, P, E	Advanced beginner					
CD2 6.1.3 (L1)	Understand the guidelines for minimum standards of monitoring of physiological parameters for ventilated patients and the local equipment used	N, AB, C, P, E	Advanced beginner					
CD2 6.1.4 (L1)	Describe the standard operating procedures and guidelines relating to emergency airway management and the roles of each team member	N, AB, C, P, E	Advanced beginner					
CD2 6.1.5 (L1)	Understand end-tidal CO ₂ monitoring (ETCO ₂) and the normal values	N, AB, C, P, E	Advanced beginner					
CD2 6.1.6 (L1)	Understand normal blood gas values	N, AB, C, P, E	Advanced beginner					
CD2 6.1.7 (L1)	Understand how blood gas values change due to inadequate ventilation and/or inadequate perfusion	N, AB, C, P, E	Advanced beginner					
CD2 6.1.8 (L1)	Discuss the use of mechanical ventilator; identifying location, associated equipment (e.g. tubing, filters) and principles of functioning	N, AB, C, P, E	Advanced beginner					
CD2 6.1.9 (L1)	Understand the signs of a patient who is under-sedated and/or requires further paralysis	N, AB, C, P, E	Advanced beginner					
CD2 6.1.10 (L1)	Discuss the process of endotracheal suctioning and associated complications	N, AB, C, P, E	Competent					
CD2 6.1.11 (L1)	Understand the features of patients predicted to be difficult to intubate and/or bag-valve-mask ventilate	N, AB, C, P, E	Advanced beginner					
CD2 6.1.12 (L1)	Describe the location and components of 'difficult airway' equipment	N, AB, C, P, E	Competent					
CD2 6.1.13 (L1)	Describe the location and components of 'surgical airway' equipment	N, AB, C, P, E	Competent					

Contents

	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 6.2.1 (L1)	Establish physiological monitoring and prepare ETCO2 equipment	N, AB, C, P, E	Advanced beginner					
CD2 6.2.2 (L1)	Prepare the drugs prescribed for RSI in accordance with local guidelines and procedures	N, AB, C, P, E	Advanced beginner					
CD2 6.2.3 (L1)	Prepare equipment for intubation in discussion with the clinician who will intubate the patient	N, AB, C, P, E	Advanced beginner					
CD2 6.2.4 (L1)	Prepare the ventilator for use and effectively undertake a functional check according to agreed procedures	N, AB, C, P, E	Advanced beginner					
CD2 6.2.5 (L1)	Effectively monitor the patient's physiological parameters post-intubation and ventilation and escalate concerns appropriately	N, AB, C, P, E	Advanced beginner					
CD2 6.2.6 (L1)	Demonstrate the correct procedure for the preparation of prescribed maintenance drugs for on-going anaesthesia and paralysis	N, AB, C, P, E	Advanced beginner					

Contents

CD2 – Caring for adults requiring resuscitation – Level 1

CD2.7 – The patient requiring invasive monitoring (central venous access and arterial lines) – Level 1								
Provide holistic care for patients requiring invasive monitoring using central venous access and/or arterial lines								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 8.1.1 (L1)	Demonstrate understanding of the indications and rational for the placement of central venous catheters or arterial catheters, and the potential risks and complications of insertion	N, AB, C, P, E	Advanced beginner					
CD2 8.1.2 (L1)	Understand local policies and guidelines for the placement and use of central venous access and arterial lines	N, AB, C, P, E	Advanced beginner					
CD2 8.1.3 (L1)	Demonstrate an understanding of the equipment necessary for the insertion of central venous and arterial catheters, and the types of lines commonly inserted	N, AB, C, P, E	Advanced beginner					
CD2 8.1.4 (L1)	Demonstrate an understanding of the common sites for insertion and the procedure for insertion of central venous and arterial catheters	N, AB, C, P, E	Advanced beginner					
CD2 8.1.5 (L1)	Demonstrate an understanding of pressure transducer equipment and the configuration of the multi-modality monitor to facilitate recording, and monitoring of CVP and arterial pressures	N, AB, C, P, E	Advanced beginner					
CD2 8.1.6 (L1)	Demonstrate an understanding of the risks and complications associated with central venous access and arterial lines, and their insertion	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD2 8.2.1 (L1)	Correctly assemble the equipment necessary for central venous or arterial catheter insertion and prepare the procedure trolley whilst maintaining aseptic technique	N, AB, C, P, E	Advanced beginner					
CD2 8.2.2 (L1)	Where possible, ensure the patient is fully informed of the proposed procedure and provide psychological support	N, AB, C, P, E	Competent					
CD2 8.2.3 (L1)	Correctly assist with the insertion procedure and assemble transducer equipment, ensuring lines are labelled correctly	N, AB, C, P, E	Advanced beginner					
CD2 8.2.4 (L1)	Demonstrate correct connection to patient and configuration of CVP monitoring, including configuration of the multi-modality monitor and ability to 'zero' the line	N, AB, C, P, E	Advanced beginner					
CD2 8.2.5 (L1)	Correctly document care relating to central venous access and/or arterial lines	N, AB, C, P, E	Advanced beginner					
CD2 8.2.6 (L1)	Escalate appropriately in response to line complications or emergencies – take appropriate immediate action	N, AB, C, P, E	Competent					

Level 1 competencies

Clinical domains (CD) Level 1 Caring for adults with minor injury or illness



Contents

CD3 – Caring for adults with minor injury or illness – Level 1

CD3.1 – Limb injuries – Level 1								
	Provide holistic care for patients presenting with upper and lower limb injuries							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD3 1.1.1 (L1)	Describe the basic anatomy of the upper and lower limb	N, AB, C, P, E	Competent					
CD3 1.1.2 (L1)	Describe the term 'mechanism of injury' and the significance of this when assessing patients	N, AB, C, P, E	Competent					
CD3 1.1.3 (L1)	Describe the red flag signs and symptoms associated with injuries that represent a possible risk to life or limb	N, AB, C, P, E	Competent					
CD3 1.1.4 (L1)	Describe venous thromboembolism (VTE) risk assessment and when this is indicated	N, AB, C, P, E	Competent					
CD3 1.1.5 (L1)	Describe the risks and complications associated with limb immobilisation	N, AB, C, P, E	Competent					
CD3 1.1.6 (L1)	Describe treatments available for managing upper and lower limb injuries, including their indications and complications	N, AB, C, P, E	Competent					
CD3 1.1.7 (L1)	Understand the advice needed by a limb-immobilised patient	N, AB, C, P, E	Competent					
CD3 1.1.8 (L1)	Understand how significant systemic illness may present as an apparent minor injury	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD3 1.2.1 (L1)	Assess patients with upper and lower limb injuries and prioritise care appropriately (triage)	N, AB, C, P, E	Competent					
CD3 1.2.2 (L1)	Demonstrate ability to carry out and document neurovascular observations on limbs distal to injury site	N, AB, C, P, E	Competent					
CD3 1.2.3 (L1)	Use correct technique for removal of rings	N, AB, C, P, E	Competent					
CD3 1.2.4 (L1)	Recognise patients who require more detailed systemic medical assessment beyond assessment of the injury	N, AB, C, P, E	Competent					
CD3 1.2.5 (L1)	Recognise patients with signs and symptoms of fracture to the neck or femur (NOF)	N, AB, C, P, E	Competent					

Contents

CD3 1.1.6 (L1)	Demonstrate the correct application and provision of appropriate advice following: <ul style="list-style-type: none"> • broad-arm sling • high-arm sling • collar and cuff • wrist splint • neighbour strapping • thumb spica (or thumb immobilisation splint) • Mallet/Zimmer splints 	N, AB, C, P, E	Competent					
CD3 1.1.7 (L1)	Demonstrate the correct application to lower limbs of: <ul style="list-style-type: none"> • wool and crepe bandage • knee splint • ankle splint 	N, AB, C, P, E	Competent					
CD3 1.1.8 (L1)	Apply upper and lower limb casts (Plaster of Paris or locally used equivalent), following locally agreed procedures and adopting national best practice	N, AB, C, P, E	Competent					
CD3 1.1.9 (L1)	Give appropriate advice following application of a cast	N, AB, C, P, E	Competent					
CD3 1.1.10 (L1)	Undertake a VTE risk assessment	N, AB, C, P, E	Advanced beginner					
CD3 1.1.11 (L1)	Provide patients with correctly sized, appropriate walking aids (e.g. crutches, Zimmer frame, walking stick) and instructions, ensuring they can use the device safely	N, AB, C, P, E	Competent					
CD3 1.1.12 (L1)	Provide appropriate discharge advice to patients following lower limb injuries. For example: <ul style="list-style-type: none"> • sprains to knee and ankle • fractures to tibia/fibula and bones of the ankle and foot 	N, AB, C, P, E	Competent					
CD3 1.1.13 (L1)	Ensure outpatient follow up (in accordance with locally agreed guidelines and procedures)	N, AB, C, P, E	Competent					

Contents

CD3 – Caring for adults with minor injury or illness – Level 1

CD3.2 – Head and neck – Level 1								
	Provide holistic care for patients presenting with ophthalmic, maxillofacial, or ear, nose and throat (ENT) problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD3 2.1.1 (L1)	Describe the normal anatomy and physiology of the eye	N, AB, C, P, E	Advanced beginner					
CD3 2.1.2 (L1)	Describe the normal anatomy and physiology of the ear, nose and throat	N, AB, C, P, E	Advanced beginner					
CD3 2.1.3 (L1)	Describe the mechanism of injury associated with: <ul style="list-style-type: none"> foreign body to the eye abrasion to cornea chemical eye injury 	N, AB, C, P, E	Competent					
CD3 2.1.4 (L1)	Describe the mechanism of injury associated with perforated tympanic membrane (traumatic)	N, AB, C, P, E	Competent					
CD3 2.1.5 (L1)	Describe the mechanism of injury associated with facial fractures	N, AB, C, P, E	Competent					
CD3 2.1.6 (L1)	Describe the red flag signs or symptoms and immediate treatment of an eye threatening emergency	N, AB, C, P, E	Competent					
CD3 2.1.7 (L1)	Describe the red flag signs or symptoms of an ENT emergency	N, AB, C, P, E	Competent					
CD3 2.1.8 (L1)	Describe the assessment process for patients with ophthalmic presentations, including: <ul style="list-style-type: none"> assessing visual acuity rationale for measuring eye pH 	N, AB, C, P, E	Competent					
CD3 2.1.9 (L1)	Understand the assessment process for patients with ENT presentations	N, AB, C, P, E	Competent					
CD3 2.1.10 (L1)	Describe local processes for obtaining ophthalmic, ENT and maxillofacial specialist referral	N, AB, C, P, E	Competent					
CD3 2.1.11 (L1)	Understand how systemic illnesses may manifest in eye or ENT symptoms	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD3 2.2.1 (L1)	Initially assess and prioritise patients presenting with an eye problem (including the assessment of visual acuity)	N, AB, C, P, E	Competent					
CD3 2.2.2 (L1)	Initially assess and prioritise patients presenting with an ENT problem	N, AB, C, P, E	Competent					
CD3 2.2.3 (L1)	Initially assess and prioritise patients presenting with facial injuries	N, AB, C, P, E	Competent					

Contents

CD3 2.2.4 (L1)	Measure and record eye pH	N, AB, C, P, E	Competent					
CD3 2.2.5 (L1)	Undertake effective eye irrigation	N, AB, C, P, E	Competent					
CD3 2.2.6 (L1)	Administer eye medications	N, AB, C, P, E	Competent					
CD3 2.2.7 (L1)	Provide first aid steps to manage an epistaxis	N, AB, C, P, E	Competent					
CD3 2.2.8 (L1)	Assist with a referral to other specialties or health professionals in line with locally agreed pathways	N, AB, C, P, E	Advanced beginner					

Contents

CD3 – Caring for adults with minor injury or illness – Level 1

CD3.3 – Back problems – Level 1								
	Provide holistic care to patients presenting with back problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD3 3.1.1 (L1)	Describe the normal anatomy of the back and spine	N, AB, C, P, E	Advanced Beginner					
CD3 3.1.2 (L1)	Describe the red flags indicating spinal pathology	N, AB, C, P, E	Competent					
CD3 3.1.3 (L1)	Describe the local guidelines for spine immobilisation	N, AB, C, P, E	Competent					
CD3 3.1.4 (L1)	Understand the psychological and social implication for patients with acute and chronic back pain	N, AB, C, P, E	Competent					
CD3 3.1.5 (L1)	Understand how pathology of other systems may result in the experience of back pain (e.g. pneumonia, abdominal aortic aneurysm)	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD3 3.2.1 (L1)	Assess patients presenting with acute back problems and prioritise appropriately	N, AB, C, P, E	Competent					
CD3 3.2.2 (L1)	Identify any new neurological deficit and report concerns appropriately	N, AB, C, P, E	Competent					
CD3 3.2.3 (L1)	Identify patients with back pain symptoms who may require urgent clinical assessment of other body systems and report concerns appropriately	N, AB, C, P, E	Competent					
CD3 3.2.4 (L1)	Facilitate appropriate pain management (see CCT2)	N, AB, C, P, E	Competent					
CD3 3.2.5 (L1)	Provide appropriate discharge advice to patients with musculoskeletal back pain	N, AB, C, P, E	Competent					

Contents

CD3 – Caring for adults with minor injury or illness – Level 1

CD3.4 – Wounds and burns – Level 1								
	Provide holistic care to patients presenting with minor wounds and burns (for major burns refer to the National Major Trauma Nursing Group competencies)							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD3 4.1.1 (L1)	Describe the normal anatomy of the skin	N, AB, C, P, E	Advanced beginner					
CD3 4.1.2 (L1)	Describe mechanisms of injury that may result in wounds and/or burns	N, AB, C, P, E	Competent					
CD3 4.1.3 (L1)	Understand the terminology associated with wounds and burns including: <ul style="list-style-type: none"> • laceration • incision • graze • scald • full thickness • partial thickness • superficial 	N, AB, C, P, E	Competent					
CD3 4.1.4 (L1)	Describe wound and burn assessment including red flags	N, AB, C, P, E	Competent					
CD3 4.1.5 (L1)	Understand how seemingly small wounds or burns may have serious consequences due to anatomical site	N, AB, C, P, E	Competent					
CD3 4.1.6 (L1)	Understand the normal wound and burn healing processes and the factors that may affect this	N, AB, C, P, E	Competent					
CD3 4.1.7 (L1)	Describe the properties of dressings used to facilitate wound and burn healing	N, AB, C, P, E	Competent					
CD3 4.1.8 (L1)	Describe recognised immediate and delayed complications arising from wounds and burns	N, AB, C, P, E	Competent					
CD3 4.1.9 (L1)	Describe the local guidelines relating to wound and burn management	N, AB, C, P, E	Competent					
CD3 4.1.10 (L1)	Understand how the presence of wounds, burns or other minor injuries may give rise to safeguarding concerns (see CTT6)	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD3 4.2.1 (L1)	Demonstrate the initial assessment of patients with wounds and burns and prioritise appropriately (triage)	N, AB, C, P, E	Competent					
CD3 4.2.2 (L1)	Initiate first aid treatment of wounds and burns	N, AB, C, P, E	Competent					

Contents

CD3 4.2.3 (L1)	Undertake wound cleaning following local guidelines	N, AB, C, P, E	Competent					
CD3 4.2.4 (L1)	Following local policy, clean and close an uncomplicated wound with: <ul style="list-style-type: none"> tissue adhesive steri strips staples sutures 	N, AB, C, P, E	Competent					
CD3 4.2.5 (L1)	Demonstrate ability to de-roof blisters according to local guidelines	N, AB, C, P, E	Competent					
CD3 4.2.6 (L1)	Apply prescribed dressings to wounds and burns (as per local guidelines)	N, AB, C, P, E	Competent					
CD3 4.2.7 (L1)	Recognise when a wound or burn requires more detailed clinical exploration/assessment and report concerns appropriately	N, AB, C, P, E	Competent					
CD3 4.2.8 (L1)	Provide appropriate wound care advice, including when to seek urgent clinical attention	N, AB, C, P, E	Competent					

Level 1 competencies

Clinical domains (CD) Level 1 Caring for children and young people



The Good Nursing Practice and Cross-Cutting Theme competencies apply equally to nurses caring for adults and children. However, nurses caring for children and young people must prioritise completion of CCT6 competencies on safeguarding children and adults.

For nurses caring for children following major trauma, please also see the National Major Trauma Nursing Group Competencies available at: www.nmtng.co.uk/emergency-dept-1.html

Contents

CD4 – Caring for children and young people – Level 1

CD4.1 – Assessing children and young people – Level 1								
	Holistically and systematically assess children and young people through the age spectrum							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 1.1.1 (L1)	Describe the major differences in anatomy and physiology between adults and children	N, AB, C, P, E	Competent					
CD4 1.1.2 (L1)	Understand how anatomical and physiological differences impact on illness and injury manifestations	N, AB, C, P, E	Competent					
CD4 1.1.3 (L1)	Describe normal motor, cognitive and emotional development of children from birth through to adulthood	N, AB, C, P, E	Competent					
CD4 1.1.4 (L1)	Describe how anatomical, physiological and psychological differences impact on nursing assessment	N, AB, C, P, E	Competent					
CD4 1.1.5 (L1)	Describe the normal parameters of weight of children of various ages, and understand recognised formulae to estimate weight	N, AB, C, P, E	Competent					
CD4 1.1.6 (L1)	Explain how normal values of heart rate, respiratory rate, blood pressure and urine output vary with age	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 1.2.1 (L1)	Demonstrate a systematic method of assessing children and young people following a structured A-E (airway, breathing, circulation, disability and exposure) approach	N, AB, C, P, E	Competent					
CD4 1.2.2 (L1)	Identify children who are acutely unwell or seriously injured and escalate concerns appropriately	N, AB, C, P, E	Competent					
CD4 1.2.3 (L1)	Initially assess and prioritise children accurately (triage)	N, AB, C, P, E	Competent					
CD4 1.2.4 (L1)	Demonstrate the ability to assess children in a calm and age-appropriate manner	N, AB, C, P, E	Competent					

Contents

CD4 1.2.5 (L1)	For children of all ages, appropriately measure and record the following physiological observations and investigation: <ul style="list-style-type: none"> • respiratory rate • oxygen saturations • heart rate • blood pressure • capillary refill time (CRT) • Glasgow Coma Score (GCS) • blood glucose measurement (BM) • temperature 	N, AB, C, P, E	Competent					
CD4 1.2.6 (L1)	Correctly calculate and document the locally used paediatric early warning score	N, AB, C, P, E	Competent					
CD4 1.2.7 (L1)	Demonstrate appropriate urine collection techniques in all ages of children	N, AB, C, P, E	Competent					
CD4 1.2.8 (L1)	Demonstrate appropriate measurement of weight of babies and children	N, AB, C, P, E	Competent					
CD4 1.2.9 (L1)	Demonstrate effective communication and interaction strategies to facilitate assessment	N, AB, C, P, E	Competent					
CD4 1.2.10 (L1)	Engage with parents and carers to gather pertinent information to enhance assessment	N, AB, C, P, E	Competent					

Contents

CD4 – Caring for children and young people – Level 1

CD4.2 – Assessment and management of pain in children (including medicines management) – Level 1								
	Safely assess and manage pain in children							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 2.1.1 (L1)	Understand local pain management guidelines for children	N, AB, C, P, E	Competent					
CD4 2.1.2 (L1)	Discuss how pain assessment relates to triage priority	N, AB, C, P, E	Competent					
CD4 2.1.3 (L1)	Discuss the principles of analgesia selection based on pain assessment	N, AB, C, P, E	Competent					
CD4 2.1.4 (L1)	Discuss the factors affecting administration of medicines to children and young people	N, AB, C, P, E	Competent					
CD4 2.1.5 (L1)	Describe how to find additional information about medicines for children	N, AB, C, P, E	Competent					
CD4 2.1.6 (L1)	Describe non-pharmacological pain management strategies	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 2.2.1 (L1)	Demonstrate a systematic method of pain assessment of children and young people using appropriate tools	N, AB, C, P, E	Competent					
CD4 2.2.2 (L1)	Demonstrate non-pharmacological methods of pain management for children	N, AB, C, P, E	Competent					
CD4 2.2.3 (L1)	Demonstrate weight-based drug calculations for children	N, AB, C, P, E	Competent					
CD4 2.2.4 (L1)	Where available locally, use PGDs appropriately to administer timely analgesia to children	N, AB, C, P, E	Competent					
CD4 2.2.5 (L1)	Demonstrate effective strategies for safe administration of analgesia to children via a variety of routes: <ul style="list-style-type: none"> • oral • rectal • intranasal • inhaled • intravenous • topical 	N, AB, C, P, E	Competent					
CD4 2.2.6 (L1)	Demonstrate evaluation of pain after interventions and respond appropriately	N, AB, C, P, E	Competent					

Contents

CD4 – Caring for children and young people – Level 1

CD4.3 – Children requiring resuscitation – Level 1								
	Care holistically for children requiring resuscitation							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 3.1.1 (L1)	Describe the signs and symptoms of the child with impending or actual respiratory failure or circulatory compromise	N, AB, C, P, E	Competent					
CD4 3.1.2 (L1)	Describe the emergency treatment for: <ul style="list-style-type: none"> • airway obstruction • anaphylaxis • respiratory failure • circulatory compromise including hypovolaemic shock • sepsis • the fitting child 	N, AB, C, P, E	Competent					
CD4 3.1.3 (L1)	Describe the basic life support guidelines for neonates, infants and children	N, AB, C, P, E	Competent					
CD4 3.1.4 (L1)	Understand advanced life support guidelines for infants and children in cardiac arrest	N, AB, C, P, E	Advanced beginner					
CD4 3.1.5 (L1)	Describe the roles of the paediatric resuscitation team	N, AB, C, P, E	Competent					
CD4 3.1.6 (L1)	Describe signs of possible emotional distress in self and/or colleagues when caring for a critically ill or injured child and know how to access support	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 3.2.1 (L1)	Identify respiratory failure, circulatory compromise and cardiac arrest in children and respond appropriately	N, AB, C, P, E	Competent					
CD4 3.2.2 (L1)	Recognise a fitting child and summons appropriate help and instigate immediate airway management if needed	N, AB, C, P, E	Competent					
CD4 3.2.3 (L1)	Perform basic life support in neonates, infants and children safely and effectively	N, AB, C, P, E	Competent					
CD4 3.2.4 (L1)	Function as a member of the resuscitation team	N, AB, C, P, E	Competent					
CD4 3.2.5 (L1)	Demonstrate provider status of Paediatric Intermediate Life Support (or equivalent)	N, AB, C, P, E	Competent					

Contents

CD4 3.2.6 (L1)	Locate equipment and implement age-appropriate emergency airway management, to include the following: <ul style="list-style-type: none"> • manual manoeuvres • insertion of oropharyngeal airway • insertion of nasopharyngeal airway • use of oropharyngeal suctioning • oxygen saturation monitoring • oxygen therapy • nebuliser therapy • two-person bag-valve-mask ventilation 	N, AB, C, P, E	Competent					
CD4 3.2.7 (L1)	Locate equipment and implement emergency circulatory support, to include the following: <ul style="list-style-type: none"> • preparation of equipment for intravenous or intraosseous cannulation • ability to calculate weight-based fluid boluses • administration of prescribed medications, including fluid therapy 	N, AB, C, P, E	Competent					
CD4 3.2.8 (L1)	Demonstrate awareness of own emotions when caring for children and families and seek support when needed	N, AB, C, P, E	Competent					

Contents

CD4 – Caring for children and young people – Level 1

CD4.4 – Caring for acutely ill children – Level 1								
	Care holistically for children and young people presenting with acute illness							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 4.1.1 (L1)	Demonstrate an understanding of the pathophysiology and associated signs and symptoms of common respiratory illnesses in children. For example: <ul style="list-style-type: none"> • bronchiolitis • croup • asthma • pneumonia 	N, AB, C, P, E	Competent					
CD4 4.1.2 (L1)	Demonstrate an understanding of the pathophysiology and associated signs and symptoms of common gastrointestinal presentations in children. For example: <ul style="list-style-type: none"> • gastroenteritis • constipation • swallowed foreign body • appendicitis 	N, AB, C, P, E	Competent					
CD4 4.1.3 (L1)	Demonstrate an understanding of the pathophysiology and associated signs and symptoms of common neurological presentations in children. For example: <ul style="list-style-type: none"> • head injury • febrile convulsions • epilepsy 	N, AB, C, P, E	Competent					
CD4 4.1.4 (L1)	Demonstrate an understanding of the pathophysiology and associated signs and symptoms of common endocrine presentations in children. For example: <ul style="list-style-type: none"> • diabetes, including DKA • hypoglycaemia 	N, AB, C, P, E	Competent					
CD4 4.1.5 (L1)	Describe the assessment and care of a child with fever of unknown origin with reference to national and local guidelines	N, AB, C, P, E	Competent					
CD4 4.1.6 (L1)	Describe when a child may need nursing in an environment away from other patients due to reduced immunity	N, AB, C, P, E	Competent					
CD4 4.1.7 (L1)	Describe when a child may need nursing in an environment away from other patients to prevent spread of infection	N, AB, C, P, E	Competent					

Contents

	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 4.2.1 (L1)	Implement clinical care (following local and national guidance) for infants, children and adolescents presenting with: <ul style="list-style-type: none"> • respiratory problems • gastrointestinal problems • ENT problems • neurological problems • endocrine problems • infectious diseases 	N, AB, C, P, E	Competent					
CD4 4.2.2 (L1)	Give appropriate discharge advice to carers of children who have presented with illness, including 'safety-netting' of when to return	N, AB, C, P, E	Competent					
CD4 4.2.3 (L1)	Demonstrate ability to assess and care for children with fever of unknown origin. Including: <ul style="list-style-type: none"> • regular recording of vital signs and early warning score calculations with appropriate escalation of concerns • assessment for signs of meningism, dehydration or sepsis • conducting urinalysis with interpretation of results • ensuring adequate fluid intake • adherence to local anti-pyretic interventions 	N, AB, C, P, E	Competent					

Contents

CD4 – Caring for children and young people – Level 1

CD4.5 – Children with minor injuries and limb problems – Level 1								
Care holistically for children and young people presenting with minor injuries and limb problems								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 5.1.1 (L1)	Understand the signs, symptoms and pathophysiology of common upper limb presentations in children. For example: <ul style="list-style-type: none"> • pulled elbow • upper limb fractures (including the clavicle) • upper limb sprain • injuries to the hand and digits 	N, AB, C, P, E	Competent					
CD4 5.1.2 (L1)	Understand the signs, symptoms and pathophysiology of common lower limb presentations in children. For example: <ul style="list-style-type: none"> • the limping child • lower limb fractures • lower limb sprains • injuries to the foot and toes 	N, AB, C, P, E	Competent					
CD4 5.1.3 (L1)	Describe the signs and symptoms of brain injury	N, AB, C, P, E	Competent					
CD4 5.1.4 (L1)	Understand the pathophysiology of wounds and burns in children, specifically in relation to the area and depth of injury, and the involvement of associated structures	N, AB, C, P, E	Competent					
CD4 5.1.5 (L1)	Understand the principles of wound and burn assessment and describe signs requiring immediate escalation and intervention	N, AB, C, P, E	Competent					
CD4 5.1.6 (L1)	Describe the wound and burn healing processes and the factors that may affect these in children	N, AB, C, P, E	Competent					
CD4 5.1.7 (L1)	Describe local, regional and national guidelines relating to wound and burn assessment and management in children, including criteria for referral to tertiary services	N, AB, C, P, E	Competent					
CD4 5.1.8 (L1)	Understand how the presence of minor injuries may give rise to safeguarding concerns (see CCT6)	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 5.2.1 (L1)	Perform and document neurovascular observations on limbs distal to injury site	N, AB, C, P, E	Competent					
CD4 5.2.2 (L1)	Initiate immediate first aid to wounds/burns	N, AB, C, P, E	Competent					

Contents

CD4 5.2.3 (L1)	Splint upper and lower limbs in children, selecting appropriate equipment for anatomical area and size of child, including use of Plaster of Paris casts	N, AB, C, P, E	Competent					
CD4 5.2.4 (L1)	Accurately assess the size of a burn or wound in a child	N, AB, C, P, E	Competent					
CD4 5.2.5 (L1)	Select and apply appropriate dressings for wounds and burns in children following local guidelines and policies	N, AB, C, P, E	Competent					
CD4 5.2.6 (L1)	Recognise signs or symptoms of brain injury when children present following a seemingly minor head injury, and report concerns appropriately	N, AB, C, P, E	Competent					
CD4 5.2.7 (L1)	Demonstrate ability to select and apply appropriate wound closure techniques	N, AB, C, P, E	Competent					
CD4 5.2.8 (L1)	Provide appropriate discharge advice to children and their families following treatment for a wound or burn, including when to seek urgent clinical attention	N, AB, C, P, E	Competent					
CD4 5.2.9 (L1)	Provide appropriate discharge advice to children and their families following treatment of a limb injury, including when to seek urgent clinical attention	N, AB, C, P, E	Competent					
CD4 5.2.10 (L1)	Provide appropriate discharge advice to children and their families following treatment of a head injury, including when to seek urgent clinical attention	N, AB, C, P, E	Competent					
CD4 5.2.11 (L1)	Communicate appropriate safety/health promotional advice to children and their families	N, AB, C, P, E	Competent					

Contents

CD4 – Caring for children and young people – Level 1

CD4.6 – Psychological and mental health aspects of care of children – Level 1 (also see CD5.1)								
	Provide safe psychological and mental health care for children and young people							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 6.1.1 (L1)	Discuss the role of play in relation to normal development	N, AB, C, P, E	Competent					
CD4 6.1.2 (L1)	Discuss the role of play in the assessment and management of children presenting to hospital	N, AB, C, P, E	Competent					
CD4 6.1.3 (L1)	Describe factors that may contribute to fear in children of various developmental stages	N, AB, C, P, E	Competent					
CD4 6.1.4 (L1)	Understand the behavioural and psychological symptoms that may be experienced by children with mental health issues	N, AB, C, P, E	Advanced beginner					
CD4 6.1.5 (L1)	Understand the common mental health problems affecting children and young people including: <ul style="list-style-type: none"> • depression • anxiety • suicide ideation • self-harm • eating disorders • psychosis 	N, AB, C, P, E	Advanced beginner					
CD4 6.1.6 (L1)	Understand the principles of a suicide/self-harm risk assessment with a young person	N, AB, C, P, E	Advanced beginner					
CD4 6.1.7 (L1)	Describe local Child and Adolescent Mental Health Services (CAMHS) for young people	N, AB, C, P, E	Competent					
CD4 6.1.8 (L1)	Discuss the use of the Mental Health Act with children and young people (or country equivalent)	N, AB, C, P, E	Advanced beginner					
CD4 6.1.9 (L1)	Describe local alcohol and substance misuse services for children and young people	N, AB, C, P, E	Competent					
CD4 6.1.10 (L1)	Recognise the association between mental health problems in children and potential safeguarding issues (see CCT6)	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD4 6.2.1 (L1)	Demonstrate the appropriate use of distraction methods in children of various developmental stages	N, AB, C, P, E	Competent					
CD4 6.2.2 (L1)	Demonstrate the use of play as part of the assessment and management of children presenting with illness or injury	N, AB, C, P, E	Competent					

Contents

CD4 6.2.3 (L1)	Demonstrate effective communication and interaction strategies with both children and their families	N, AB, C, P, E	Competent					
CD4 6.2.4 (L1)	Identify young people who present with a high risk of harm to self or others and escalate to senior clinician	N, AB, C, P, E	Advanced beginner					
CD4 6.2.5 (L1)	Demonstrate compassion and empathy for young people and their families who present with mental health concerns	N, AB, C, P, E	Competent					
CD4 6.2.6 (L1)	Make appropriate referrals to local alcohol and substance misuse services	N, AB, C, P, E	Advanced beginner					
CD4 6.2.7 (L1)	Liaise with local CAMHs as per local guidelines when appropriate	N, AB, C, P, E	Advanced beginner					
CD4 6.2.8 (L1)	Instigate safeguarding interventions as per local policy for children with mental health and/or substance misuse problems	N, AB, C, P, E	Competent					

Level 1 competencies

Clinical domains (CD) Level 1 Caring for people with mental health needs



Contents

CD5 – Caring for people with mental health needs – Level 1

CD5.1 – Assessing adults with mental health problems – Level 1 (for children and young people see CD4.6)								
	Holistically and systematically assess adults with mental health problems							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD5 1.1.1 (L1)	Discuss factors that influence mental health and psychological wellbeing	N, AB, C, P, E	Competent					
CD5 1.1.2 (L1)	Understand the behavioural and psychological symptoms that may be experienced by patients with mental health issues	N, AB, C, P, E	Competent					
CD5 1.1.3 (L1)	Discuss how mental health problems may impact on the individual's ability to communicate effectively and how this may impair mental capacity	N, AB, C, P, E	Competent					
CD5 1.1.4 (L1)	Describe assessment frameworks and tools used to support emergency mental health assessment	N, AB, C, P, E	Competent					
CD5 1.1.5 (L1)	Describe the signs and symptoms of the common mental illnesses, including: <ul style="list-style-type: none"> • depression • anxiety • eating disorders • bipolar disorder • schizophrenia 	N, AB, C, P, E	Competent					
CD5 1.1.6 (L1)	Understand the signs or symptoms of mental illness that require immediate or urgent intervention	N, AB, C, P, E	Competent					
CD5 1.1.7 (L1)	Discuss the correlation between mental health conditions and physiological conditions, appreciating how one may manifest as the other	N, AB, C, P, E	Advanced beginner					
CD5 1.1.8 (L1)	Understand the use of the Mental Health Act (or legislation in country of practice) in the emergency care setting	N, AB, C, P, E	Advanced beginner					
CD5 1.1.9 (L1)	Understand how emotional distress may result in verbal and/or physical violence. Describe principles of de-escalation and safety	N, AB, C, P, E	Advanced beginner					
CD5 1.1.10 (L1)	Understand how mental illness may impair a patient's ability to safeguard themselves	N, AB, C, P, E	Competent					
CD5 1.1.11 (L1)	Understand how acute mental illness may impair the ability of patients to care adequately for dependents	N, AB, C, P, E	Competent					
CD5 1.1.12 (L1)	Describe local policy for reporting and escalating concerns of a 'missing/absconded patient'	N, AB, C, P, E	Competent					

Contents

	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD5 1.2.1 (L1)	Use a structured approach to initially assess and prioritise patients presenting with acute mental health problems (triage). Use a locally agreed assessment tool(s), taking appropriate steps to maintain safety	N, AB, C, P, E	Competent					
CD5 1.2.2 (L1)	Evaluate patient behaviour in relationship to actual and/or potential risk of harm to self or others and take action to mitigate the risk	N, AB, C, P, E	Advanced beginner					
CD5 1.2.3 (L1)	Recognise when a patient presenting with a physical illness may be experiencing symptoms of a mental illness and report appropriately	N, AB, C, P, E	Advanced beginner					
CD5 1.2.4 (L1)	Recognise when a patient presenting with a mental health problem may be experiencing symptoms of a physical illness and report appropriately	N, AB, C, P, E	Advanced beginner					
CD5 1.2.5 (L1)	Use effective strategies, including the inclusion or withdrawal of significant others, to calm highly emotional situations	N, AB, C, P, E	Competent					
CD5 1.2.6 (L1)	Act in line with local policy to safeguard patients with mental illness	N, AB, C, P, E	Competent					
CD5 1.2.7 (L1)	Act in line with local policy to safeguard dependents of patients with impaired ability to do so themselves	N, AB, C, P, E	Competent					

Contents

CD5 – Caring for people with mental health needs – Level 1

CD5.2 – Self-harm – Level 1								
	Care holistically for patients presenting with self-harm							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD5 2.1.1 (L1)	Discuss national guidance on management of self-harm patients and implications for local practice	N, AB, C, P, E	Advanced beginner					
CD5 2.1.2 (L1)	Understand the physical management of self-poisoning and self-injury	N, AB, C, P, E	Competent					
CD5 2.1.3 (L1)	Discuss the issues surrounding repeated attendance for self-harm	N, AB, C, P, E	Competent					
CD5 2.1.4 (L1)	Understand the nursing care required for a patient with drug toxicity	N, AB, C, P, E	Competent					
CD5 2.1.5 (L1)	Discuss the need for a timely mental health assessment	N, AB, C, P, E	Advanced beginner					
CD5 2.1.6 (L1)	Understand local processes and pathways for ensuring patients with self-harm receive formal psycho-social assessment	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD5 2.2.1 (L1)	Engage with empathy and dignity to patients who have self-harmed (and their families)	N, AB, C, P, E	Competent					
CD5 2.2.2 (L1)	Use a structured approach to initially assess patients who present following self-harm, and assign appropriate priority using a locally approved system	N, AB, C, P, E	Competent					
CD5 2.2.3 (L1)	Instigate first aid for significant injuries	N, AB, C, P, E	Competent					
CD5 2.2.4 (L1)	Ensure senior clinicians are alerted to patients requiring immediate treatment for injury or self-poisoning	N, AB, C, P, E	Competent					
CD5 2.2.5 (L1)	Use locally approved pathways and guidelines when caring for patients with self-harm, including local missing person guidance	N, AB, C, P, E	Competent					

Contents

CD5 – Caring for people with mental health needs – Level 1

CD5.3 – Patients with alcohol problems – Level 1								
	Care holistically for patients presenting with problems relating to alcohol or substance misuse							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD5 3.1.1 (L1)	Understand the impact of alcohol or substance misuse on both physical and mental health	N, AB, C, P, E	Competent					
CD5 3.1.2 (L1)	Understand the medical conditions that may manifest as intoxication	N, AB, C, P, E	Competent					
CD5 3.1.3 (L1)	Understand how alcohol or substance misuse may affect mental capacity and the implications on nursing care	N, AB, C, P, E	Competent					
CD5 3.1.4 (L1)	Describe the signs and symptoms of acute alcohol withdrawal and understand the emergency management	N, AB, C, P, E	Competent					
CD5 3.1.5 (L1)	Describe local alcohol and substance misuse services and their referral processes	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD5 3.2.1 (L1)	Use a structured approach to assess and manage patients presenting with alcohol or substance withdrawal symptoms	N, AB, C, P, E	Competent					
CD5 3.2.2 (L1)	Use a structured approach to assess and manage patients presenting with acute alcohol or substance intoxication	N, AB, C, P, E	Competent					
CD5 3.2.3 (L1)	Use locally approved assessment tools and pathways for alcohol dependence, alcohol intoxication and alcohol withdrawal	N, AB, C, P, E	Advanced beginner					
CD5 3.2.4 (L1)	Provide effective clinical care to patients with alcohol or substance dependence, intoxication or withdrawal	N, AB, C, P, E	Competent					
CD5 3.2.5 (L1)	Make appropriate referrals to local alcohol and substance misuse services	N, AB, C, P, E	Advanced beginner					

Level 1 competencies

Clinical domains (CD) Level 1 Caring for older people



Contents

CD6 – Caring for older people – Level 1

CD6.1 – Assessing older people – Level 1								
	Holistically and systematically assess the needs of the older person							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD6 1.1.1 (L1)	Understand the anatomical and physiological changes in the older adult	N, AB, C, P, E	Competent					
CD6 1.1.2 (L1)	Understand frailty and its impact on older adults	N, AB, C, P, E	Competent					
CD6 1.1.3 (L1)	Understand the impact of psychological and/or social influences on the older adult	N, AB, C, P, E	Competent					
CD6 1.1.4 (L1)	Understand how the ageing process impacts on the body's ability to compensate for illness and injury	N, AB, C, P, E	Competent					
CD6 1.1.5 (L1)	Understand how the ageing process influences pharmacology in older adults	N, AB, C, P, E	Advanced beginner					
CD6 1.1.6 (L1)	Understand the impact of polypharmacy in older adults	N, AB, C, P, E	Advanced beginner					
CD6 1.1.7 (L1)	Discuss quality standards to be followed when caring for older people in the emergency care setting (e.g. Silver Book)	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD6 1.2.1 (L1)	Conduct a systematic initial assessment of the older person and prioritise care appropriately (triage)	N, AB, C, P, E	Competent					
CD6 1.2.2 (L1)	Recognise and respond appropriately to the following common conditions in an older adult: <ul style="list-style-type: none"> • Sepsis • delirium • postural hypotension • dehydration 	N, AB, C, P, E	Competent					
CD6 1.2.3 (L1)	Conduct a falls risk assessment and document subsequent nursing care plan	N, AB, C, P, E	Competent					
CD6 1.2.4 (L1)	Conduct a pressure area risk assessment and document a subsequent nursing care plan	N, AB, C, P, E	Competent					
CD6 1.2.5 (L1)	Assess continence and plan appropriate care	N, AB, C, P, E	Competent					
CD6 1.2.6 (L1)	Assess nutritional and fluid requirements and provide appropriate assistance where needed	N, AB, C, P, E	Competent					
CD6 1.2.7 (L1)	Demonstrate ability to assess the older adult for frailty	N, AB, C, P, E	Competent					

Contents

CD6 – Caring for older people – Level 1

CD6.2 – Psychological and social care of older adults – Level 1								
	Ensure the provision of holistic psychological and social care for older people							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD6 2.1.1 (L1)	Understand the application of the Mental Capacity Act, including the role of the Independent Mental Capacity Advocate (or equivalent in country of practice) (also see GNP7)	N, AB, C, P, E	Competent					
CD6 2.1.2 (L1)	Understand the Principles of Deprivation of Liberty Safeguards (DoLS) or the equivalent in country of practice (also see GNP7)	N, AB, C, P, E	Competent					
CD6 2.1.3 (L1)	Understand safeguarding principles of adults specific to the older person (also see CCT6)	N, AB, C, P, E	Competent					
CD6 2.1.4 (L1)	Understand how dementia affects physiological, psychological and social wellbeing in patients and their families	N, AB, C, P, E	Competent					
CD6 2.1.5 (L1)	Describe local support services for people with dementia and those important to them	N, AB, C, P, E	Advanced beginner					
CD6 2.1.6 (L1)	Understand the legal principles when someone has a Lasting Power of Attorney (or country equivalent)	N, AB, C, P, E	Advanced beginner					
CD6 2.1.7 (L1)	Discuss why it is important to have discussions which may be distressing and/or life-changing. For example: <ul style="list-style-type: none"> • end of life care • DNA CPR • ability to live independently • neglect and abuse • ability to drive 	N, AB, C, P, E	Advanced beginner					
CD6 2.1.8 (L1)	Describe the possible causes of acute confusion in the older person	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD6 2.2.1 (L1)	Conduct and document a mental capacity assessment relevant to immediate nursing care related decisions (e.g. consent to having hygiene needs met)	N, AB, C, P, E	Competent					
CD6 2.2.2 (L1)	Promote dignity when caring for older adults	N, AB, C, P, E	Competent					
CD6 2.2.3 (L1)	Identify signs and symptoms of potential undiagnosed dementia and escalate within own health care setting	N, AB, C, P, E	Advanced beginner					

Contents

CD6 2.2.4 (L1)	Identify when existing support services (including unpaid carers) are unable to meet the needs of an older person	N, AB, C, P, E	Advanced beginner					
CD6 2.2.5 (L1)	Identify the need for, and instigate, a social services referral for an older person as appropriate	N, AB, C, P, E	Advanced beginner					
CD6 2.2.6 (L1)	Assess the older person for neglect and/or self-harm and act as per local safeguarding adult guidance	N, AB, C, P, E	Competent					
CD6 2.2.7 (L1)	Select and use appropriate distraction techniques for older people who may be agitated or distressed	N, AB, C, P, E	Competent					
CD6 2.2.8 (L1)	Communicate effectively with patients who have sensory impairment (also see GNP3)	N, AB, C, P, E	Competent					

Contents

CD6 – Caring for older people – Level 1

CD6.3 – Critically ill older people – Level 1								
	Care holistically for critically ill older people (also see CD1 and CD2 in addition to the National Major Trauma Nursing Group competencies)							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD6 3.1.1 (L1)	Understand how altered physiology may mask critical illness in the older person	N, AB, C, P, E	Advanced beginner					
CD6 3.1.2 (L1)	Describe how mechanism of injury and frailty relate to actual or potential injury patterns in the older adult (i.e. seemingly minor mechanism of injury may result in significant trauma)	N, AB, C, P, E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD6 3.2.1 (L1)	Recognise the signs of deterioration in the older person and escalate appropriately	N, AB, C, P, E	Competent					
CD6 3.2.2 (L1)	Evaluate physiological data with reference to medication and co-morbidities	N, AB, C, P, E	Advanced beginner					

Contents

CD6 – Caring for older people – Level 1

CD6.4 – End of life care – Level 1								
	Provide dignified holistic end of life care for patients and those important to them							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD6 4.1.1 (L1)	Describe the principles of decision making in end of life care planning	N, AB, C, P, E	Advanced beginner					
CD6 4.1.2 (L1)	Discuss the challenges of providing both anticipated end of life care and unexpected/traumatic end of life care	N, AB, C, P, E	Advanced beginner					
CD6 4.1.3 (L1)	Understand local, regional and national guidelines and procedures relating to end of life care	N, AB, C, P, E	Advanced beginner					
CD6 4.1.4 (L1)	Describe the legal framework around advanced directives in the country of practice	N, AB, C, P, E	Advanced beginner					
CD6 4.1.5 (L1)	Understand the need to consider the person's wishes around organ donation	N, AB, C, P, E	Advanced beginner					
CD6 4.1.6 (L1)	Discuss the policies and procedures relating to transfer of the deceased person to the mortuary and meeting cultural and religious beliefs	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD6 4.2.1 (L1)	Respect the wishes of people and those important to them regarding end of life care	N, AB, C, P, E	Competent					
CD6 4.2.2 (L1)	Support the carers and families of patients who are at the end of their life and signpost them to relevant bereavement services	N, AB, C, P, E	Competent					
CD6 4.2.3 (L1)	Ensure contemporaneous documentation of discussions and information provided to the patient and those important to them	N, AB, C, P, E	Competent					
CD6 4.2.4 (L1)	Provide an appropriate environment for the person at the end of life, maintaining privacy, dignity, meeting spiritual and cultural needs	N, AB, C, P, E	Competent					
CD6 4.2.5 (L1)	Discuss with people important to the person, their wishes regarding organ donation and contact relevant persons to facilitate this	N, AB, C, P, E	Advanced beginner					
CD6 4.2.6 (L1)	Follow local procedures for safe transfer of the deceased person to the mortuary	N, AB, C, P, E	Competent					

Level 1 competencies

Clinical domains (CD) Level 1 Emergency planning and disaster management



Contents

CD7 – Emergency planning and disaster management – Level 1

CD7.1 – Emergency planning and disaster management – Level 1								
	Contribute effectively to the implementation of the organisational plan in the event of a major incident							
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD7 1.1.1 (L1)	Define the term major incident	N, AB, C, P, E	Advanced beginner					
CD7 1.1.2 (L1)	Understand the local major incident plan and how to access it	N, AB, C, P, E	Advanced beginner					
CD7 1.1.3 (L1)	Understand triage in the context of a major incident	N, AB, C, P, E	Advanced beginner					
CD7 1.1.4 (L1)	Understand the purpose and location of local survivor reception centres	N, AB, C, P, E	Advanced beginner					
CD7 1.1.5 (L1)	Understand the role of other emergency services as part of the major incident plan	N, AB, C, P, E	Advanced beginner					
CD7 1.1.6 (L1)	Understand communication strategies used during a major incident	N, AB, C, P, E	Advanced beginner					
CD7 1.1.7 (L1)	Understand the use of equipment specific to major incident management and how to access it	N, AB, C, P, E	Advanced beginner					
CD7 1.1.8 (L1)	Understand how to access and use major incident documentation	N, AB, C, P, E	Advanced beginner					
CD7 1.1.9 (L1)	Understand the principles of a CBRN (chemical, biological, radiological, nuclear) incident and specific management of these events	N, AB, C, P, E	Advanced beginner					
CD7 1.1.10 (L1)	Understand the principles and indications for decontamination, including use of equipment and personnel	N, AB, C, P, E	Advanced beginner					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
CD7 1.2.1 (L1)	Demonstrate ability to safely apply and remove personal protective equipment required in response to the specific incident	N, AB, C, P, E	Competent					
CD7 1.2.2 (L1)	Effectively respond to instructions to undertake specific tasks as part of the team for the duration of the incident	N, AB, C, P, E	Competent					
CD7 1.2.3 (L1)	Escalate concerns if asked to undertake tasks beyond personal competence	N, AB, C, P, E	Competent					
CD7 1.2.4 (L1)	Identify and report situations which may indicate serious risk to safety of staff or patients	N, AB, C, P, E	Competent					
CD7 1.2.5 (L1)	Undertake major incident training as per local policy	N, AB, C, P, E	Competent					



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