

National Major Trauma Nursing Group

Nursing and Allied Health Professionals  
Trauma Competencies in the Emergency Department

Children and Young People Level 1

April 2016

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## 1. Acknowledgements

The Nursing and Allied Health Professional (AHP) trauma competencies in the Emergency Department have been developed by the National Major Trauma Nursing Group (NMTNG). The NMTNG was formed in July 2015. The group has representation from 17 major trauma networks, Scotland, Northern Ireland, Wales and the UK Armed Forces. The group aims to represent and develop national standards for trauma nursing from the point of injury through to rehabilitation. By bringing together the wealth of experience in the NMTNG we have been able to develop a competency and educational framework for trauma practice in the Emergency Department which have now been enshrined in NHS England's (2016) 'Quality Surveillance Team. Major Trauma Services Quality Indicators'. These competencies are a fundamental component in supporting nurses and AHPs to develop their practice in major trauma care.

Robert Pinate  
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## **2. Introduction:**

The nursing and AHP trauma competencies in the Emergency Department provide a national template of competence in the care of the adult and paediatric major trauma patient. Since the publication of the NHS England, 'National Peer Review Programme: Major Trauma Measures' in 2014 it is clear that, whilst the measures established the principle of ensuring provision of a trauma trained nurse 24/7 in the Emergency Department, more work was required to develop a thorough 'trauma measure' detailing the educational and competency standards from junior nurse/AHP right through to the Advanced Clinical Practitioner (ACP). The NMTNG brought together representation from 17 major trauma networks, Scotland, Northern Ireland, Wales and the UK Armed Forces. The group aims to represent and develop national standards for trauma nursing from the point of injury through to rehabilitation. The competencies draw upon work already undertaken by individual Trusts, professional organisations and groups to whom we thank for sharing their work. However, there was a recognition and desire to pull together a single, national, set of competencies thereby creating and establishing a shared standard of competence in practice. With the wealth of knowledge and experience in the group, the NMTNG were able to develop an education and competency standard for trauma care in the Emergency Department of which these competencies form a part.

### 3. Overview of the educational and competency standard:

Levels 1 - 3 adult and paediatric educational and competency standards		
Level	Educational standard	Competency standard
Level 1	<p>Has attended a trauma educational programme, such as:</p> <ul style="list-style-type: none"> <li>• Trauma Immediate Life Support (TILS)</li> <li>• ATLS observer</li> <li>• ETC nurse/AHP observer</li> <li>• In-house trauma education programme</li> </ul>	Assessed as competent in all domains of the NMTNG competency framework at level 1.
Level 2	<p>In addition to level 1:</p> <p>Successful completion of a recognised trauma course:</p> <ul style="list-style-type: none"> <li>• Advanced Trauma Nursing Course (ATNC)</li> <li>• Trauma Nursing Core Course (TNCC)</li> <li>• European Trauma Course (ETC)</li> </ul> <p>When undertaken as a full provider only.</p> <p><b>Or</b></p> <p>Successful completion of a bespoke trauma course which has been assessed as compliant, by peer review, in meeting the NMTNG curriculum and assessment criteria.</p>	<p>In addition to level 1:</p> <p>Assessed as competent in all domains of the NMTNG competency framework at level 2.</p>
Level 3	<p>In addition to level 2:</p> <p>Advanced Clinical Practitioner (ACP): Masters level education in advanced practice to at least PGDip level</p>	<p>In addition to level 2:</p> <p>Successful completion of and credentialing by the Royal College of Emergency Medicine - Emergency Care Advanced Clinical Practitioner Curriculum and Assessment.</p>

#### 4. Educational and competency standard structure, Levels 1 – 3:

When developing the competencies the NMTNG were cognisant that banding varied across the country and does not necessarily relate to experience or competence in practice. Thus the levels were developed simply as level 1, 2 and 3. Whilst bands cannot be applied to the levels directly we can provide guidance on what level of experience in emergency care is expected at each level. This applies to both adult and paediatric practice.

- **Level 1:**

Level 1 competence achieved within 12 months of commencing work in an Emergency Department. This is in addition to the 12 month preceptorship period.

Level 1 nurses/AHPs would be expected to be able provide evidence based and holistic care for the major trauma patient as part of the trauma team.

- **Level 2:**

Level 2 competence achieved within 36 months of commencing work in an Emergency Department.

Level 2 nurses/AHPs would be expected to be able provide evidence based and holistic care for the major trauma patient as part of the trauma team. In addition they will be able to lead teams and co-ordinate the care of the major trauma patient working alongside the trauma team leader.

- **Level 3:**

Level 3 competence is achieved by successful completion of the 'Emergency Care Advanced Clinical Practitioner Curriculum and Assessment' (RCEM, HEE, RCN, 2015) and credentialing by the Royal College of Emergency Medicine. The nurse/AHP would normally have at least 5 years of emergency care experience prior to commencing ACP training.

The ACP role outline:

- ACPs are able to look after patients with a wide range of pathologies from the life-threatening to the self-limiting.
- They are able to identify the critically ill and injured, providing safe and effective immediate care.
- They have expertise in resuscitation and skilled in the practical procedures needed.
- They establish the diagnosis and differential diagnosis rapidly, and initiate or plan for definitive care.
- They work with all the in-patient specialties as well as primary care and pre-hospital services.
- They are able to correctly identify who needs admission and who can be safely sent home.

RCEM, HEE, RCN (2015, page 4)

## 5. The competencies in practice:

- **We already have resus competencies in our department, why do I need these?**

These competencies are intended to support and develop practice specifically in the care of the major trauma patient. There is real value in creating a single, national, set of competencies and establishing a shared standard of competence in practice which are intended to build on generic skills and knowledge in resuscitation care by specifically focussing on care in the context of major trauma. Units can engage in a simple mapping exercise comparing those competencies they already have against the national standard and identify any trauma specific areas, such as catastrophic haemorrhage (section 2Bi).

- **Which competencies do I use?**

This will be dependent on where you work but also your professional registration as an adult or children’s registered nurse. It is acknowledged that AHPs do not have these sub-sections in their professional register.

The following table is intended to guide the nurse/AHP to focus on the competency booklets applicable to them:

<b>What type of centre/unit do you work in?</b>	<b>Adult registered nurse</b>	<b>Children’s registered nurse</b>	<b>AHP</b>
A Major Trauma Centre (MTC) which accepts adult and children	<ul style="list-style-type: none"> <li>• Level 1 &amp; 2 adult competencies</li> <li>• Level 1 paediatric competencies if you are expected to provide care to children</li> <li>• Level 2 paediatric competencies may be applicable in some centres which cannot provide 24/7 registered children’s nursing cover</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1 &amp; 2 paediatric competencies</li> <li>• Level 1 adult competencies if you are expected to provide care to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Level1 &amp; 2 adult competencies</li> <li>• Level 1 paediatric competencies if you are expected to provide care to children</li> <li>• Level 2 paediatric competencies may be applicable in some centres which cannot provide 24/7 registered children’s nursing cover</li> </ul>

A MTC which only accept adults	<ul style="list-style-type: none"> <li>Level 1 &amp; 2 adult competencies</li> </ul>		<ul style="list-style-type: none"> <li>Level 1 &amp; 2 adult competencies</li> </ul>
A Paediatric MTC		<ul style="list-style-type: none"> <li>Level 1 &amp; 2 paediatric competencies</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 &amp; 2 paediatric competencies</li> </ul>
A Trauma Unit (TU) which accepts adult and children	<ul style="list-style-type: none"> <li>Level 1 &amp; 2 adult competencies</li> <li>Level 1 paediatric competencies if you are expected to provide care to children</li> <li>Level 2 paediatric competencies may be applicable to some centres which cannot provide 24/7 registered children's nursing cover</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 &amp; 2 paediatric competencies</li> <li>Level 1 adult competencies if you are expected to provide care to adults</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 &amp; 2 adult competencies</li> <li>Level 1 paediatric competencies if you are expected to provide care to children</li> <li>Level 2 paediatric competencies may be applicable to some centres which cannot provide 24/7 registered children's nursing cover</li> </ul>
A TU which only accept adults	Level 1 & 2 adult competencies		Level 1 & 2 adult competencies

The competencies for both adult and paediatric practice at level 1 and 2 have been written as a continuum, where level 2 builds upon level 1 and are therefore intended to be used in combination as the nurse/AHP progresses through their career. For those nurses and AHPs who are already practicing at and wishing to complete level 2 competence, it is expected that they will also complete the level 1 document making use of the self-assessment section.

- **How do I use the competencies?**

The template for each competency is intended to support and guide the nurse/AHP.

Below is an example competency, airway and c-spine control. Each section is numbered, 1 – 9, please refer to corresponding information below the competency.

<b>1 - Airway and c-spine control</b>							
<b>2 - Clinical and technical skills</b>	<b>3 - Level 1 – nurse/AHP who participate in the care of the trauma patient</b>	<b>6 - In-house delivery</b>	<b>6 - Work Placed Based Assessment (WPBA)</b>	<b>6- CPD / online tools</b>	<b>7 - Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.</b>	<b>8 - Self-Assessment</b>	<b>9 - Assessor: Achieved competency. Print name - date and sign</b>
<b>4 - Clinical assessment and management of airway</b>	<b>5 - Demonstrate how to assess the airway in the trauma patient:</b> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of anatomy and physiology of the airway</li> <li>• Can assess airway patency</li> <li>• Demonstrates knowledge of the causes of airway obstruction and can recognise impending, partial or complete airway obstruction</li> </ul>	√	√	√			

**1. Competency title banner:**

To aid easy identification of the competency and/or section.

**2. Knowledge and skills sets:**

There are three skills sets which make up the competencies:

- a. Organisational Aspects: Knowledge of the trauma system in your department but also of the network and national guidance and standards.
- b. Clinical and technical skills: Broken down into the <C>ABCDE approach.
- c. Non-technical skills: Section focussing on areas such as human factors and working in a team. These areas are increasingly been regarded as vital to safe and effective trauma care.

**3. Level 1 or 2, Adult or Paediatric practice heading.**

**4&5. Competency area and detailed descriptor:**

Detailed descriptors of competency which can be assessed through a variety of methods (see 6).

**6. Educational and assessment methods:**

Intended as a guide for educational opportunities and also assessment methods in practice.

- a. In-house delivery: Courses, study days and other educational programmes run in-house such as Trauma Immediate Life Support or similar programmes. Courses may include assessment, such as OSCE, which would provide evidence of competency achievement. There may also be generic programmes, such as Immediate Life Support and Paediatric Immediate Life Support, which may provide evidence of competence for specific sections.
- b. Work Place Based Assessment (WPBA): Reflects that the competency can be assessed in practice and could include simulation

- c. CPD/online tools: Recognises other forms of education delivery which may be applicable to the competency, such as on-line programmes which are increasingly being used.

**7. Trauma specific educational programmes:**

Refers specifically to the 'recognised trauma courses' and 'bespoke trauma courses' as required to meet the educational standard of Level 2 in the Major Trauma Services Quality Indicators (NHSE, 2016). This also recognises that some competencies would be achieved through successful completion of the educational programme.

**8. Self-assessment:**

This is a key component of the competencies where the nurse/AHP is actively encouraged to self-assess and reflect on their practice, knowledge and skills in relation to each competency. The nurse/AHP should use this section to record as and when they feel they are ready to be assessed in a particular competency.

**9. Assessor record of achievement:**

The assessor records when the competency has been achieved. This document is intended as a record of achievement in competence only therefore a grading system or formative/summative assessment process has not been included. This document is intended as a record of achievement in competence only. However, the NMTNG recognise that individual departments/networks may wish to employ their own structured methods for practice development towards competency achievement.

## Children and young people level 1

### Section 1: Organisational aspects:

Organisational aspects							
Organisational aspects	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Local Trauma Network system and the centralisation of trauma services.	<ul style="list-style-type: none"> <li>• Able to describe the local Trauma Networks.</li> <li>• Demonstrates understanding of the trauma care system.</li> </ul>	√	√	√			
Criteria for activation of the trauma team within own department with respect to: - Physiological signs – age related - Injuries sustained - Mechanism - Special circumstances	<ul style="list-style-type: none"> <li>• Able to demonstrate where to access the child and young person trauma call activation criteria and discuss its use</li> </ul>	√	√	√			

Organisational aspects							
Organisational aspects	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Local guidelines and standard operating procedures (SOPs)	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the existence and location of guidelines/SOPs relating to early trauma care, for example:               <ul style="list-style-type: none"> <li>- Secondary Transfer</li> <li>- Bypass criteria</li> <li>- Isolated head injury</li> <li>- Spinal injury</li> <li>- Burns</li> </ul> </li> </ul>	√	√	√			
National guidance and standards	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the NICE 2016 trauma guidelines:               <ul style="list-style-type: none"> <li>- Major Trauma: assessment and initial management</li> <li>- Major Trauma: service delivery</li> </ul> </li> </ul>	√	√	√			

## Children and young people level 1

### Section 2: Clinical and technical skills:

#### 2A - Preparation and Reception:

Preparation and Reception							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Pre-alert and Escalation	<ul style="list-style-type: none"> <li>Can receive a pre-alert call and understands the structured system for recording and receiving information, e.g. ATMIST (NICE, 2016)</li> <li>Can escalate appropriately on receiving a pre-alert to a senior nurse or trauma team leader to determine the level of response required (NICE, 2016)</li> </ul>						
Prepare the resuscitation bay to receive a trauma patient	<ul style="list-style-type: none"> <li>Can identify essential equipment and resuscitation bay needs in order to receive a paediatric trauma patient</li> </ul>	√	√				

Preparation and Reception							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Immediate management of the patient, pre-hospital and emergency services staff on arrival	<ul style="list-style-type: none"> <li>Participates in the reception of the paediatric trauma patient, pre-hospital and emergency service personnel (NICE, 2016)</li> </ul>	√	√				
Management in: - Greeting family or carers on arrival to the department	<ul style="list-style-type: none"> <li>Participates in the reception of family members and carers</li> <li>Can accompany family members and carers in the resuscitation room</li> </ul>	√	√				
Primary and secondary trauma assessment principles	<ul style="list-style-type: none"> <li>Participates appropriately in primary and secondary assessment of paediatric trauma patients</li> </ul>	√	√				

## Children and young people level 1

### Section 2: Clinical and technical skills:

2B - Primary survey: <C>ABCDE

2Bi – Catastrophic haemorrhage

Catastrophic Haemorrhage							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
The immediate management of <b>catastrophic haemorrhage</b>	Demonstrate the knowledge and skill in major haemorrhage management:  Demonstrates the use of: <ul style="list-style-type: none"> <li>• Simple dressings with direct pressure to control external haemorrhage</li> </ul> Understands the use of: <ul style="list-style-type: none"> <li>• Haemostatic agents</li> <li>• Trauma Tourniquets</li> </ul>	√	√	√			

Catastrophic Haemorrhage							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
The immediate management of <b>catastrophic haemorrhage</b>	Demonstrate the knowledge and skill in major haemorrhage management:  Can assist in the application of: <ul style="list-style-type: none"> <li>• Pelvic binder or improvised technique dependant on child's age/size</li> <li>• Femoral splints or improvised technique dependant on child's age/size</li> </ul>	√	√	√			

Catastrophic Haemorrhage							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
The immediate management of catastrophic haemorrhage	<ul style="list-style-type: none"> <li>Understands the indication for activation of the paediatric major haemorrhage protocol</li> </ul>	√	√	√			
	<ul style="list-style-type: none"> <li>Understands the parameters for administering Tranexamic Acid in children and why it is given.</li> <li>Demonstrates where Tranexamic Acid is kept and how to prepare and administer it according to guidelines.</li> <li>Can set up and use the rapid transfusion/fluid warmer device(s) appropriate to age and weight</li> </ul>	√	√	√			

2B - Primary survey: <C>ABCDE

2Bii – Airway and c-spine control

Airway and c-spine control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>airway</b>	Demonstrate how to assess the paediatric airway in the trauma patient: <ul style="list-style-type: none"> <li>• Demonstrates knowledge of anatomy and physiology of the paediatric airway and age related differences</li> <li>• Can assess airway patency</li> <li>• Demonstrates knowledge of the causes of airway obstruction and can recognise impending, partial or complete airway obstruction</li> </ul>	√	√	√			

### Airway and c-spine control

Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>airway</b>	Clearing the airway: <ul style="list-style-type: none"> <li>• Understands the indications for clearing the airway of foreign bodies / fluids</li> <li>• Can demonstrate how to appropriately use suction devices in children</li> </ul>	√	√	√			
	Oxygen delivery: <ul style="list-style-type: none"> <li>• Demonstrates the theoretical and correct use of high flow oxygen delivery.</li> </ul>	√	√	√			

### Airway and c-spine control

Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>airway</b>	Demonstrates chin lift and jaw thrust manoeuvres: <ul style="list-style-type: none"> <li>• Understands the indications for a chin lift and jaw thrust</li> <li>• Can correctly perform chin-lift and jaw thrust</li> </ul>	√	√	√			
	Inserting oral and nasal airways: <ul style="list-style-type: none"> <li>• Understands the indications and contra indications for insertion of oral and nasal airway in children</li> <li>• Can demonstrate safely how to size/measure the correct airway</li> <li>• Can demonstrate safely the insertion of an oral and nasal airway</li> </ul>	√	√	√			

Airway and c-spine control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>airway</b>	Rapid sequence induction (RSI) and care of the intubated and ventilated paediatric trauma patient: <ul style="list-style-type: none"> <li>• Where available can utilise a safety checklist in preparation for RSI</li> <li>• Understands the indications for RSI</li> <li>• Understands the potential for cardiovascular collapse in RSI</li> <li>• Knows where the equipment is stored</li> <li>• Knows where to locate the drugs required</li> <li>• Checks and sets up equipment appropriately</li> <li>• Understands the principles and use of orogastric tube insertion in the ventilated patients</li> </ul>	√	√	√			

Airway and c-spine control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of airway	Surgical Cricothyroidotomy: <ul style="list-style-type: none"> <li>• Understands that this procedure is normally recommended for children 12yrs and over</li> <li>• Demonstrates the equipment required and where stored</li> <li>• Checks and sets up equipment appropriately</li> </ul>	√	√	√			
	Needle jet insufflation: <ul style="list-style-type: none"> <li>• Understands the preference for this technique over surgical cricothyroidotomy in children under 12yrs of age</li> <li>• Demonstrates the equipment needed and where stored</li> <li>• Checks and sets up equipment appropriately</li> </ul>	√	√	√			

Airway and c-spine control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>airway</b>	Describe the care of an intubated and ventilated paediatric trauma patient in the ED: <ul style="list-style-type: none"> <li>• Understands the principles and use of gastric tube insertion in the ventilated child</li> <li>• Understands the principles of endotracheal suctioning</li> <li>• Understands the principles of sedation</li> <li>• Understands that c-spine collars may not be used in the intubated and ventilated child with a head injury</li> </ul>	√	√	√			

Airway and c-spine control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Safe spinal immobilisation and management	Demonstrates safe spinal immobilisation and sliding techniques as part of the trauma team: <ul style="list-style-type: none"> <li>• Understands the indications for c-spine immobilisation and when to initiate it</li> <li>• Can demonstrate manual c-spine immobilisation</li> <li>• Can demonstrate c-spine immobilisation with age related modifications, sizing and using appropriate devices</li> <li>• Can demonstrate being part of a team performing a log roll/tilt and describe each role</li> </ul>	√	√	√			

Airway and c-spine control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Safe <b>spinal immobilisation</b> and management	Demonstrates safe spinal immobilisation and sliding techniques as part of the trauma team: <ul style="list-style-type: none"> <li>• Can demonstrate the appropriate use of a scoop/spinal board/vacuum mattress and its removal</li> <li>• Can demonstrate the use of lateral slide techniques</li> </ul>	√	√	√			

2B - Primary survey: <C>ABCDE

2Biii – Breathing and Ventilation

Breathing and Ventilation							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>breathing and ventilation</b>	Breathing assessment: <ul style="list-style-type: none"> <li>• Demonstrates knowledge of anatomy and physiology of the paediatric respiratory system</li> <li>• Can ascertain normal breathing and recognise respiratory distress</li> <li>• Demonstrates knowledge of the causes of respiratory distress in trauma</li> </ul>	√	√	√			

Breathing and Ventilation							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>breathing and ventilation</b>	Ventilation using a bag-valve-mask system: <ul style="list-style-type: none"> <li>Can demonstrate the correct use of bag-valve-mask device</li> </ul>	√	√	√			
	Use of pulse oximetry: <ul style="list-style-type: none"> <li>Understands the indications for using pulse oximetry</li> <li>Understands the potential pitfalls of pulse oximetry</li> <li>Demonstrates knowledge of correct positioning of pulse oximetry</li> <li>Knows where appropriate pulse oximetry attachments are stored</li> </ul>	√	√	√			

Breathing and Ventilation							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>breathing and ventilation</b>	Needle decompression: <ul style="list-style-type: none"> <li>Understands that needle decompression is not the recommended 1<sup>st</sup> line treatment of tension pneumothorax in hospital (NICE, 2016)</li> <li>Understands that patients may present with needle decompression device(s) in-situ from the pre-hospital setting</li> <li>Understands the equipment needed to perform needle decompression should it be required in extremis</li> </ul>	√	√	√			

## Breathing and Ventilation

Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
	Thoracostomy: <ul style="list-style-type: none"> <li>• Understands the indications for thoracostomy</li> <li>• Knows the equipment and where stored</li> <li>• Checks and sets up equipment appropriately</li> </ul>	√	√	√			
	Chest drains: <ul style="list-style-type: none"> <li>• Understands the indications for insertion of a chest drain</li> <li>• Knows the equipment and drugs needed and where stored</li> <li>• Checks and sets up equipment appropriately</li> </ul>	√	√	√			

Breathing and Ventilation							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>breathing and ventilation</b>	Open pneumothorax: <ul style="list-style-type: none"> <li>Understands the indications for covering an open pneumothorax</li> <li>Knows where appropriate dressings are stored</li> <li>Understands the rationale for covering an open pneumothorax</li> </ul>	√	√	√			
	Use of CO <sub>2</sub> monitoring: <ul style="list-style-type: none"> <li>Understands the indications for using CO<sub>2</sub> monitoring</li> <li>Demonstrates where the capnography equipment is stored</li> <li>Demonstrates the correct set up and use of capnography</li> </ul>	√	√	√			

Breathing and Ventilation							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>breathing and ventilation</b>	Thoracotomy: <ul style="list-style-type: none"> <li>• Understands when an emergency thoracotomy may be indicated</li> <li>• Can locate the equipment needed for an emergency thoracotomy</li> <li>• Can assist in the preparation of the equipment needed in an emergency thoracotomy</li> </ul>	√	√	√			

2B - Primary survey: <C>ABCDE

2Biv – Circulation and Haemorrhage Control

Circulation and Haemorrhage Control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>circulation and haemorrhage control</b>	Circulatory assessment: <ul style="list-style-type: none"> <li>• Demonstrates knowledge of the anatomy and physiology of the circulatory system</li> <li>• Demonstrates the principles of circulatory assessment such as:               <ul style="list-style-type: none"> <li>- Capillary refill</li> <li>- Manual pulse identification</li> <li>- Application of monitoring to assist assessment and interpretation of the results in the context of trauma</li> </ul> </li> </ul>	√	√	√			

Circulation and Haemorrhage Control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>circulation and haemorrhage control</b>	Circulatory assessment: <ul style="list-style-type: none"> <li>• Has a basic understanding of the 5 principal sites of traumatic haemorrhage:               <ul style="list-style-type: none"> <li>- Chest, abdomen, pelvis, long bones and external haemorrhage</li> </ul> </li> <li>• Can describe and recognise the clinical signs of shock in the context of trauma</li> <li>• Can list the different types of shock relevant to the trauma patient</li> <li>• Understands the basic principles of eFAST in circulatory assessment and its limitations when used in children</li> </ul>	√	√	√			

Circulation and Haemorrhage Control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>circulation and haemorrhage control</b>	Circulatory management - access: <ul style="list-style-type: none"> <li>• Demonstrates understanding of the different methods of access – IV and IO</li> <li>• Demonstrates where the IV and IO access equipment is stored</li> <li>• Understands the principals of central venous access</li> <li>• Demonstrates knowledge of central IV access devices and where they are stored</li> <li>• Can describe the blood sampling regime for the paediatric trauma patient.</li> </ul>	√	√	√			

Circulation and Haemorrhage Control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>circulation and haemorrhage control</b>	Circulatory management – fluid resuscitation: <ul style="list-style-type: none"> <li>Recognises the indication for fluid resuscitation</li> <li>Demonstrates knowledge of fluid bolus resuscitation regimes such as 10ml/kg and 20ml/kg</li> <li>Demonstrates knowledge of the different types of fluid available and which are appropriate in trauma</li> <li>Understands the indication for activation of the paediatric major haemorrhage protocol</li> </ul>	√	√	√			

Circulation and Haemorrhage Control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>circulation and haemorrhage control</b>	<ul style="list-style-type: none"> <li>• Demonstrates how and where to access immediate blood supplies (O negative)</li> <li>• Demonstrates how to set up and use the rapid transfusion /fluid warmer device(s) appropriate to the age and weight of the child</li> </ul>	√	√	√			

Circulation and Haemorrhage Control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>circulation and haemorrhage control</b>	Circulatory management – haemorrhage control: <ul style="list-style-type: none"> <li>• Demonstrates awareness of the basic principles of damage control surgery.</li> <li>• Demonstrates knowledge of the basic principles of interventional radiology</li> </ul>	√	√	√			
	Circulatory management – monitoring and care: <ul style="list-style-type: none"> <li>• Understands the indications and contraindication for urinary catheterisation in a child or young person with trauma</li> <li>• Understands the basic principles of age related urine output measurement in relation to shock and resuscitation</li> </ul>	√	√	√			

2B - Primary survey: <C>ABCDE

2Bv – Disability

Disability							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>disability</b> in the trauma patient	Disability assessment: <ul style="list-style-type: none"> <li>• Demonstrates a working knowledge of neuro anatomy</li> <li>• Demonstrates assessment of the age related Glasgow Coma Scales (GCS) and understands the relevance of abnormal findings within each component</li> <li>• Demonstrates assessment and understands the relevance of abnormal findings when assessing:                             <ul style="list-style-type: none"> <li>- pupil size and reaction</li> <li>- limb movement</li> </ul> </li> </ul>	√	√	√			

Disability							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>disability</b> in the trauma patient	Disability assessment: <ul style="list-style-type: none"> <li>Understands the relevance of blood glucose measurement in the child and young person</li> </ul>	√	√	√			
	Disability management and care: <ul style="list-style-type: none"> <li>Demonstrates awareness of the principal intracranial injuries related to trauma</li> <li>Can describe when to escalate care in relation to a drop in GCS</li> <li>Demonstrates awareness of key principals in the care of a patient with a traumatic brain injury, such as: <ul style="list-style-type: none"> <li>15° – 30° head up tilt</li> <li>Adequate analgesia</li> <li>Removal of c-spine collars in head injury</li> </ul> </li> </ul>	√	√	√			

2B - Primary survey: <C>ABCDE

2Bvi – Exposure and Temperature Control

Exposure and Temperature Control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>exposure and temperature control</b>	Exposure assessment: <ul style="list-style-type: none"> <li>• Has an understanding of rapid heat loss specifically in children and neonates</li> <li>• Has an understanding of hypothermia and its potential effects</li> <li>• Demonstrates appropriate techniques for the safe removal of clothing</li> <li>• Understands the process for evidence collection for the police</li> </ul>	√	√	√			

Exposure and Temperature Control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>exposure and temperature control</b>	Exposure assessment: <ul style="list-style-type: none"> <li>• Demonstrates appropriate methods for temperature measurement in the child and young person e.g. core or central</li> <li>• Understands the principals of invasive temperature monitoring and demonstrates where to locate the equipment.</li> </ul>	√	√	√			
	Exposure – temperature management: <ul style="list-style-type: none"> <li>• Understands the importance of minimising temperature loss</li> <li>• Demonstrates correct application and use of a warm air patient warming system</li> </ul>	√	√	√			

Exposure and Temperature Control							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>exposure and temperature control</b>	Exposure – temperature management: <ul style="list-style-type: none"> <li>• Understands the principals of invasive warming techniques</li> <li>• Demonstrates how to set up and use a fluid warming device</li> </ul>	√	√	√			

2C – Pain assessment and management

Pain assessment and management							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>pain</b>	Pain assessment: <ul style="list-style-type: none"> <li>• Demonstrates use of appropriate pain assessment tools suitable for the patient's age, developmental stage and cognitive function.</li> <li>• Demonstrates knowledge of the NICE (2016) 'Major trauma: assessment and initial management' guideline with respect to pain assessment and management in children and young people</li> </ul>	√	√	√			

Pain assessment and management							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of <b>pain</b>	Pain management: <ul style="list-style-type: none"> <li>• Can describe different modalities of pain management and their use:               <ul style="list-style-type: none"> <li>- Positioning</li> <li>- Splinting</li> <li>- Pharmacological – PO, PR, IV, Intra-nasal, Inhaled</li> <li>- Distraction techniques</li> </ul> </li> </ul>	√	√	√			

2D – Special circumstances:

2Di – Child safeguarding

Child safeguarding							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
<b>Child safeguarding</b> principals specifically related to trauma	In addition to mandatory child safeguarding competences: <ul style="list-style-type: none"> <li>• Demonstrates understanding of Non Accidental Injury (NAI) and its relevance in the major trauma child and young person</li> <li>• Demonstrates knowledge of the role of police, social service and health visitors in possible NAI</li> </ul>	√	√	√			

2Dii – The pregnant trauma patient

The pregnant trauma patient							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management in <b>special circumstances</b>	<p>Can outline the key considerations in the care of the pregnant trauma patient:</p> <ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of the physiological changes in pregnancy and their impact in trauma such as:                             <ul style="list-style-type: none"> <li>- Effects on the respiratory and circulatory system</li> </ul> </li> <li>• Understands the basic principles of inferior vena caval compression and importance of repositioning</li> <li>• Demonstrates an understanding of traumatic perimortem caesarean section</li> </ul>	√	√	√			

2Diii – The burns trauma patient

The burns trauma patient							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management in <b>special circumstances</b>	<p>Can outline the key considerations in the care of the child and young person with burns:</p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of the local arrangements and centres of care for burns children and young people</li> <li>• Can identify local policies related to management of the burns patient including transfer</li> <li>• Understands the principles of estimation of burns size using an appropriate tool</li> <li>• Can locate equipment and supplies specifically related to the care of a burns patient.</li> </ul>	√	√	√			

The burns trauma patient							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management in <b>special circumstances</b>	<ul style="list-style-type: none"> <li>• Understands the principal considerations of burns care in relation to its effects on:               <ul style="list-style-type: none"> <li>- The airway and potential compromise</li> <li>- Breathing and ventilation including carbon monoxide poisoning</li> <li>- Circulation and fluid loss.</li> <li>- Temperature control</li> </ul> </li> <li>• Understands the key principles of pain control in the burns patient both pharmacological and physical (dressings)</li> </ul>	√	√	√			

2Div – The bariatric trauma patient

The bariatric trauma patient							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management in <b>special circumstances</b>	<p>Can outline the key considerations in the care of the bariatric trauma patient:</p> <ul style="list-style-type: none"> <li>• The potential effects on:                             <ul style="list-style-type: none"> <li>- Airway anatomy and patency</li> <li>- Breathing</li> <li>- Circulation</li> </ul> </li> <li>• Can identify the maximum load of the trauma trolley.</li> <li>• Can outline safe methods for transfer of the patient.</li> </ul>	√	√	√			

2Dv– The confused, agitated & aggressive trauma patient

The confused, agitated & aggressive trauma patient							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management in <b>special circumstances</b>	<p>Can outline the key considerations in the care of the confused, agitated and aggressive child and young person:</p> <ul style="list-style-type: none"> <li>• Understands that the behaviour may be due to:                             <ul style="list-style-type: none"> <li>- Hypoxia</li> <li>- Hypovolaemia</li> <li>- Fear</li> <li>- Drugs and alcohol</li> <li>- Mental health</li> <li>- hypoglycaemia</li> </ul> </li> <li>• When sedation may be appropriate</li> <li>• When removal of c-spine immobilisation or a modified approach is indicated</li> <li>• The role of security and/or police</li> </ul>	√	√	√			

2Dvi – The spinal cord injured patient

The spinal cord injured patient							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management in <b>special circumstances</b>	<p>Can outline the key considerations in the care of the spinal cord injured patient:</p> <ul style="list-style-type: none"> <li>• The potential effects on:                             <ul style="list-style-type: none"> <li>- Temperature regulation</li> </ul> </li> <li>• Awareness of autonomic dysreflexia</li> <li>• That spinal cord injury may mask sign and symptoms of other injuries.</li> </ul>	√	√	√			

2Dvii – The child or young person with communication difficulties

The child or young person with communication difficulties							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Complex communication assessment and management in <b>special circumstances</b>	<p>Can outline the key considerations in the care of a child or young person with communication difficulties such as:</p> <ul style="list-style-type: none"> <li>- Deaf</li> <li>- Blind</li> <li>- Aphasic patient</li> <li>- Learning disability</li> <li>- Challenging behaviour</li> <li>- Language barriers</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate/describe techniques to facilitate communication in the immediate trauma setting on arrival</li> </ul>	√	√	√			

The child or young person with communication difficulties							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Complex communication assessment and management in <b>special circumstances</b>	<ul style="list-style-type: none"> <li>Can discuss strategies to facilitate communication during their continuing care such as use of family and carers</li> </ul>	√	√	√			

2Dviii - Care of the bereaved family

Care of the bereaved family							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Dealing with the care of the bereaved family	<p>Care of the bereaved family:</p> <ul style="list-style-type: none"> <li>• Awareness of child death protocols</li> <li>• Demonstrate ability to care sensitively for a deceased child. Take note of any specific instructions from the Coroner's Officer</li> <li>• Recognise own emotional needs following exposure to a trauma death and identify appropriate support</li> <li>• Contribute to any serious incident learning</li> </ul>	√	√	√			

2DviX – Tissue and organ donation

<b>Tissue and Organ Donation</b>							
<b>Clinical and technical skills</b>	<b>Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient</b>	<b>In-house delivery</b>	<b>Work Placed Based Assessment (WPBA)</b>	<b>CPD / online tools</b>	<b>Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.</b>	<b>Self-Assessment</b>	<b>Assessor: Achieved competency. Print name - date and sign</b>
Local guidelines and standard operating procedures (SOPs) in respect of <b>Tissue &amp; Organ Donation</b>	Demonstrates awareness of the key considerations in respect to organ and tissue donation: <ul style="list-style-type: none"> <li>• Identification of potential donors</li> <li>• Escalation policy</li> <li>• Contraindications to potential tissue &amp; organ donation</li> </ul> Awareness of national documents: <ul style="list-style-type: none"> <li>• Timely identification and Referral of Potential Organ Donors-NHS Blood and Transplant (2012)</li> </ul>	√	√	√			

Tissue and Organ Donation							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Local guidelines and standard operating procedures (SOPs) in respect of <b>Tissue &amp; Organ Donation</b>	Awareness of national documents: <ul style="list-style-type: none"> <li>Approaching the families of potential organ donors – NHS blood and Transplant (March 2013)</li> <li>Taking Organ Transplantation to 2020: A UK strategy – DOH &amp; NHS Blood and transplant (April 2013)</li> <li>Can provide support to relatives, carers and friends</li> <li>Can recognise own feelings and knows how to access help if required</li> <li>Participates in appropriate structured debrief</li> </ul>	√	√	√			

2E – Secondary survey

Secondary survey							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
The secondary survey	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the principals of secondary survey</li> <li>• Understands that secondary survey may not be performed prior to transfer.</li> <li>• Can assist in carrying out a secondary survey</li> </ul>	√	√	√			

2F – Transfer:

2Fi – Transfer within the Hospital

Transfer within the Hospital							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Act as part of a team in the safe transfer of the trauma patient	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the principles of safe transfer within hospital to:                             <ul style="list-style-type: none"> <li>- Theatre</li> <li>- Radiology</li> <li>- Interventional radiology</li> <li>- PICU</li> <li>- Ward</li> </ul> </li> <li>• Can identify key equipment which should be taken on transfer.</li> </ul>	√	√	√			

<b>Transfer within the Hospital</b>							
<b>Clinical and technical skills</b>	<b>Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient</b>	<b>In-house delivery</b>	<b>Work Placed Based Assessment (WPBA)</b>	<b>CPD / online tools</b>	<b>Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.</b>	<b>Self-Assessment</b>	<b>Assessor: Achieved competency. Print name - date and sign</b>
Act as part of a team in the safe transfer of the trauma patient	<ul style="list-style-type: none"> <li>• Demonstrates appropriate structured handover of trauma patients to nursing and AHP staff</li> <li>• Demonstrates thorough documentation of care to the patient, family members, carers and friends</li> </ul>	√	√	√			

2Fii – Secondary transfer (out of hospital)

Secondary transfer (out of hospital)							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Act as part of a team in the safe transfer of the trauma patient	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of secondary transfer protocols to:                             <ul style="list-style-type: none"> <li>- The MTC (where applicable)</li> <li>- Burns centre</li> <li>- Other specialist centres</li> </ul> </li> <li>• Has an awareness of the secondary transfer policy and procedure</li> <li>• Can identify key equipment which should be taken on transfer where applicable</li> <li>• Has an awareness of the key personnel who should accompany the patient</li> <li>• Demonstrates appropriate handover at the destination (where applicable)</li> </ul>	√	√	√			

Secondary transfer (out of hospital)							
Clinical and technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Act as part of a team in the safe transfer of the trauma patient	<ul style="list-style-type: none"> <li>Awareness of the transfer documentation including imaging requirements</li> <li>Demonstrates thorough documentation of care to the patient, family members, carers and friends</li> </ul>	√	√	√			

## Children and young people 1

### Section 3: Non-technical skills

Non-technical skills							
Non-technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Demonstrate the ability to perform appropriately within the Trauma Team, maintaining a distinct role	<ul style="list-style-type: none"> <li>Takes an active participant role within the 'Trauma Team' appropriate to the department</li> <li>Demonstrates awareness of the principles of 'followership'</li> </ul>	√	√	√			
Works effectively as a team member, including appropriate communication strategies	<ul style="list-style-type: none"> <li>Recognises barriers to effective working within the trauma team</li> </ul>	√	√	√			

Non-technical skills							
Non-technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Relieve psychological stress in the trauma patient, family, carers, friends and staff	<ul style="list-style-type: none"> <li>• Can describe the signs of stress or anxiety in a child and young person and parents or carers</li> <li>• Can describe how to provide reassurance and emotional support to the child and young person</li> <li>• Can describe how to provide emotional support to the parents, carers or friends</li> <li>• Can describe the signs and symptoms of stress in trauma team members</li> <li>• Participates in debrief – where appropriate to do so</li> </ul>	√	√	√			
Situational awareness during a trauma team resuscitation	<ul style="list-style-type: none"> <li>• Recognises all team members roles and responsibilities and how each member interacts</li> </ul>	√	√				

Non-technical skills							
Non-technical skills	Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient	In-house delivery	Work Placed Based Assessment (WPBA)	CPD / online tools	Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Ethical, legal and professional implications of trauma	<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge of:               <ul style="list-style-type: none"> <li>- Consent in children and young people. In particular Gillik competence</li> <li>- Mental Health Act</li> <li>- Confidentiality</li> <li>- Advocacy</li> <li>- Preservation of forensic evidence</li> <li>- Reporting trauma related deaths in children and young people</li> </ul> </li> </ul>	√	√	√			