

National Major Trauma Nursing Group

Nursing and Allied Health Professionals  
Trauma Competencies in the Emergency Department

Children and Young People Level 2

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.

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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>• 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>

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 participates 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 2

### Section 1: Organisational aspects:

Organisational aspects							
Organisational aspects	Level 2 – 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 local Trauma Network system and the centralisation of trauma services.	<ul style="list-style-type: none"> <li>Can describe the structure and function of the local trauma care system</li> <li>Demonstrates a detailed understanding of the trauma pathway and knowledge of the principles of MTCs, TUs and LEHs and their working relationships.</li> </ul>	√	√	√	√		
The criteria for activation of the trauma team within own department with respect to: - Physiological signs - Injuries sustained - Mechanism - Special circumstances	<ul style="list-style-type: none"> <li>Able to initiate a paediatric trauma call against local paediatric trauma call activation criteria</li> </ul>	√	√	√	√		

Organisational aspects							
Organisational aspects	Level 2 – 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 ability to initiate/direct the initiation 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 a detailed 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> <li>- Spinal injury: assessment and initial management</li> <li>- Fractures (complex): assessment and management</li> <li>- Fractures (non-complex): assessment and management</li> </ul> </li> </ul>	√	√	√	√		

Organisational aspects							
Organisational aspects	Level 2 – 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
National guidance and standards	<ul style="list-style-type: none"> <li>Demonstrates knowledge of TARN and TARNLET and how it is used to provide data and information on the trauma care pathway</li> </ul>	√	√	√	√		

## Children and young people level 2

### Section 2: Clinical and technical skills:

#### 2A - Preparation and Reception:

Preparation and Reception							
Clinical and technical skills	Level 2 – 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 support staff in the reception of pre-alert information</li> <li>• In an MTC - Is able to determine the level of a trauma team response according to agreed and written local guidance (NICE, 2016)</li> <li>• In a TU – Is able to immediately activate the multidisciplinary trauma team (NICE, 2016)</li> </ul>						

Preparation and Reception							
Clinical and technical skills	Level 2 – 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
Prepare the resuscitation bay to receive a trauma patient	<ul style="list-style-type: none"> <li>Leads in the checking and age appropriate preparation of the trauma/resuscitation bay in order to receive a child or young person trauma patient</li> </ul>	√	√		√		
Immediate management of the patient, ambulance and emergency service staff on arrival	<ul style="list-style-type: none"> <li>Leads in the communication with and reception and care of the child or young person, pre-hospital and emergency services personnel</li> </ul>	√	√		√		

Preparation and Reception							
Clinical and technical skills	Level 2 – 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
Management in: - Greeting family members, carers or friends on arrival to the department	<ul style="list-style-type: none"> <li>Leads in the communication with and reception of family, carers or friends</li> <li>Can accompany family, carers or friends in the resuscitation room and provide information throughout their stay</li> </ul>	√	√		√		
Primary and secondary trauma assessment principles	<ul style="list-style-type: none"> <li>Demonstrates the knowledge and competence to assess a trauma patient using primary and secondary assessment principles</li> </ul>	√	√		√		

## Children and young people level 2

### Section 2: Clinical and technical skills:

2B - Primary survey: <C>ABCDE

2Bi – Catastrophic haemorrhage

Catastrophic Haemorrhage							
Clinical and technical skills	Level 2 – 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> Demonstrates the use of: <ul style="list-style-type: none"> <li>• Haemostatic agents</li> <li>• Tourniquets</li> </ul>	√	√	√	√		

Catastrophic Haemorrhage							
Clinical and technical skills	Level 2 – 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	Demonstrates the application of: <ul style="list-style-type: none"> <li>• Pelvic binder</li> <li>• Femoral splints</li> </ul>	√	√	√	√		
	Demonstrate the knowledge and skill in major haemorrhage management: <ul style="list-style-type: none"> <li>• Can initiate the paediatric major haemorrhage protocol.</li> </ul>	√	√	√	√		

Catastrophic Haemorrhage							
Clinical and technical skills	Level 2 – 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>	<ul style="list-style-type: none"> <li>• Can provide skilled assistance with the administration of fluid and blood products, such as:               <ul style="list-style-type: none"> <li>- Liaison with blood bank</li> <li>- Initiating arrangements for blood product delivery to the resuscitation room</li> <li>- Set up and use of rapid transfuses and warming device(s) appropriate to age and weight</li> <li>- Use of point of care testing (POCT) relevant to the major haemorrhage patient</li> </ul> </li> <li>• Demonstrates understanding of anticoagulant reversal management including:               <ul style="list-style-type: none"> <li>- POCT INR testing</li> <li>- Administration of anticoagulation reversal agents</li> </ul> </li> </ul>	√	√	√	√		

2B - Primary survey: <C>ABCDE

2Bii – Airway and c-spine control

Airway and c-spine control							
Clinical and technical skills	Level 2 – 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	Initial assessment: <ul style="list-style-type: none"> <li>Lead the immediate assessment and management of the paediatric airway in the trauma patient until expert help arrives</li> </ul>	√	√	√	√		
	Rapid sequence induction (RSI) and care of the intubated and ventilated paediatric trauma patient: <ul style="list-style-type: none"> <li>Can anticipate the need for RSI</li> <li>Can act as the skilled assistant in RSI</li> <li>Can assist in the care of an intubated and ventilated child and young person trauma patient</li> <li>Understands the physiological changes and effects of ventilation</li> </ul>						

Airway and c-spine control							
Clinical and technical skills	Level 2 – 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>	Setting up and assisting in surgical cricothyroidotomy: <ul style="list-style-type: none"> <li>• Understands the indications and age range suitable for surgical cricothyroidotomy</li> <li>• Can describe the procedure for surgical cricothyroidotomy including relevant anatomy</li> <li>• Can assist directly with surgical cricothyroidotomy</li> </ul>	√	√	√	√		
	Setting up and assisting in needle jet insufflation: <ul style="list-style-type: none"> <li>• Understands the indications for needle jet insufflation</li> <li>• Can describe the procedure for the initiation of needle jet insufflation including relevant anatomy</li> <li>• Can assist directly with needle jet insufflation</li> </ul>	√	√	√	√		

**Airway and c-spine control**

<b>Clinical and technical skills</b>	<b>Level 2 – 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>
<b>Safe spinal immobilisation and management</b>	<ul style="list-style-type: none"> <li>• Can lead safe spinal immobilisation log rolling/tilt and transfer techniques</li> <li>• Can deploy different methods and other devices where needed e.g. scoop, spinal board, vacuum mattress, etc.</li> <li>• Has an understanding of the principals of SCIWORA</li> </ul>						

2B - Primary survey: <C>ABCDE

2Biii – Breathing and Ventilation

Breathing and Ventilation							
Clinical and technical skills	Level 2 – 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 a detailed knowledge of the life threatening chest injuries - acronym: ATOM-FC</li> <li>• Demonstrates understanding of the compliant chest wall in children and potential for underlying injury</li> </ul>	√	√	√	√		

## Breathing and Ventilation

Clinical and technical skills	Level 2 – 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>	Thoracostomy: <ul style="list-style-type: none"> <li>• Can anticipate the need for and lead in the preparation for a thoracostomy</li> <li>• Can describe the procedure for thoracostomy including relevant anatomy</li> <li>• Can assist with a thoracostomy</li> </ul>	√	√	√	√		
	Chest drains: <ul style="list-style-type: none"> <li>• Can anticipate the need for and lead in the preparation for a chest drain</li> <li>• Can describe the procedure for chest drain insertion including relevant anatomy</li> <li>• Can assist with chest drain insertion</li> </ul>	√	√	√	√		

Breathing and Ventilation							
Clinical and technical skills	Level 2 – 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 the indications for thoracotomy in the emergency department</li> <li>• Can describe the procedure for thoracotomy including relevant anatomy</li> <li>• Can lead in the preparation for and assist 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 2 – 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>	<p>Circulatory assessment:</p> <ul style="list-style-type: none"> <li>• Can describe the principles of assessing and monitoring the haemodynamic status of the child and young person trauma patient</li> <li>• Has a detailed understanding of the 5 principle sites of traumatic haemorrhage:                             <ul style="list-style-type: none"> <li>- Chest, abdomen, pelvis, long bones and external haemorrhage</li> </ul> </li> <li>• Understands the principles of eFAST in circulatory assessment and its limitations when used in children</li> </ul>	√	√	√	√		

Circulation and Haemorrhage Control							
Clinical and technical skills	Level 2 – 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 the equipment and set up for obtaining central venous and/or arterial access</li> <li>• Demonstrates set up and use of central venous/arterial monitoring equipment</li> </ul>	√	√	√	√		
	Circulatory management – fluid resuscitation: <ul style="list-style-type: none"> <li>• Provides skilled assistance in the fluid resuscitation of the trauma patient</li> </ul>	√	√	√	√		

Circulation and Haemorrhage Control							
Clinical and technical skills	Level 2 – 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 knowledge of the principles of damage control surgery</li> <li>• Demonstrates knowledge of the principles of interventional radiology</li> </ul>	√	√	√	√		
	Circulatory management – monitoring and care: <ul style="list-style-type: none"> <li>• Can perform urinary catheterisation in a child or young person trauma patient (where local policy allows)</li> <li>• Understands the principles of urine output vis-à-vis shock and adequate resuscitation</li> </ul>	√	√	√	√		

2B - Primary survey: <C>ABCDE

2Bv – Disability

Disability							
Clinical and technical skills	Level 2 – 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 systematic approach to age related neuro assessment with respect to:                             <ul style="list-style-type: none"> <li>- GCS</li> <li>- Pupillary size and response</li> <li>- Limb movement</li> </ul> </li> <li>• Can relate findings to principle neurological injury such as:                             <ul style="list-style-type: none"> <li>- Intracranial injuries:                                     <ul style="list-style-type: none"> <li>○ Extradural</li> <li>○ Subdural</li> <li>○ Subarachnoid</li> <li>○ Intra-cerebral injury</li> <li>○ Diffuse axonal injury</li> </ul> </li> <li>- Spinal cord injury</li> <li>- The presence of neurogenic and spinal shock</li> </ul> </li> </ul>	√	√	√	√		

Disability							
Clinical and technical skills	Level 2 – 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 management and care: <ul style="list-style-type: none"> <li>• Pressure area care in the spinal cord injured patient</li> <li>• Demonstrates an understanding of ICP, the Monro Kellie Doctrine and Cerebral Perfusion Pressure</li> <li>• Demonstrates understanding of the principles of care in a patient with traumatic brain injury such as:               <ul style="list-style-type: none"> <li>- Reduction of ICP with appropriate positioning and analgesia</li> <li>- The use of hypertonic saline/mannitol</li> <li>- Management of PCO<sub>2</sub> in an intubated and ventilated patient</li> </ul> </li> </ul>	√	√	√	√		

Disability							
Clinical and technical skills	Level 2 – 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 management and care: <ul style="list-style-type: none"> <li>• Demonstrates understanding of the principles of care in a patient with traumatic brain injury such as:               <ul style="list-style-type: none"> <li>- Removal of c-spine collars in head injury</li> <li>- Use of inotropic support</li> <li>- Glycaemic control</li> <li>- Maintenance of normothermia</li> </ul> </li> </ul>	√	√	√	√		

2B - Primary survey: <C>ABCDE

2Bvi – Exposure and Temperature Control

Exposure and Temperature Control							
Clinical and technical skills	Level 2 – 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>	<ul style="list-style-type: none"> <li>• Can lead in the assessment and management of exposure and temperature control of the child and young person</li> <li>• Has a detailed understanding of the effects of hypothermia and its potentially deleterious effects on the child and young person trauma patient</li> <li>• Facilitate the appropriate and safe exposure of the patient whilst maintaining privacy and dignity</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>	<p>Can lead in the assessment and management of pain in the trauma patient:</p> <ul style="list-style-type: none"> <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> <li>• Demonstrates knowledge of additional pain control measures such as:                             <ul style="list-style-type: none"> <li>- Regional blockade</li> </ul> </li> </ul>	√	√	√	√		

2D – Special circumstances

2Di – Child safeguarding

Child safeguarding							
Clinical and technical skills	Level 2 – 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>• Able to identify where Non Accidental Injury (NAI) maybe present</li> <li>• Can escalate directly to the child safeguarding team/leads</li> <li>• Can liaise with the police, social service and health visitors in possible NAI</li> <li>• Can communicate directly with parents and carers in a sensitive and appropriate manner</li> </ul>	√	√	√	√		

2Dii – The pregnant trauma patient

The pregnant trauma patient							
Clinical and technical skills	Level 2 – 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 lead in the care of the pregnant trauma patient:</p> <ul style="list-style-type: none"> <li>• Demonstrates a detailed understanding of the physiological changes in pregnancy and their impact in trauma</li> <li>• Understands the principles of inferior vena caval compression and can assist in compression reduction techniques</li> <li>• Demonstrates understanding of traumatic perimortem caesarean section</li> <li>• Can activate the obstetric and paediatric/neonatal teams as required</li> </ul>	√	√	√	√		

2Diii – The burns trauma patient

The burns trauma patient							
Clinical and technical skills	Level 2 – 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 lead in the care of the burns trauma patient:</p> <ul style="list-style-type: none"> <li>• Can assist/lead in the estimation of burn surface area using appropriate tools</li> <li>• Able to assist/lead in calculating appropriate fluid requirement/resuscitation using appropriate formula</li> <li>• Can liaise with local paediatric burns centres</li> <li>• Has a detailed understanding of the risks of smoke inhalation and its potentially harmful effects such as:                             <ul style="list-style-type: none"> <li>- CO poisoning</li> <li>- Cyanide poisoning</li> <li>- Airway burns</li> <li>- Awareness of resources for chemical based burns</li> </ul> </li> </ul>	√	√	√	√		

The burns trauma patient							
Clinical and technical skills	Level 2 – 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>• Can lead/assist in arrangements for transfer to a paediatric burns centre</li> <li>• Can lead/assist in accessing appropriate databases, such as Toxbase, when required in speciality/chemical burns</li> </ul>	√	√	√	√		

2Div – The bariatric trauma patient

The bariatric trauma patient							
Clinical and technical skills	Level 2 – 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>	Can lead in the care of the bariatric trauma patient: <ul style="list-style-type: none"> <li>• Can lead in the safe transfer of the bariatric patient to other areas including lateral transfer</li> </ul>	√	√	√	√		

2Dv – The confused, agitated & aggressive trauma patient

The confused, agitated & aggressive trauma patient							
Clinical and technical skills	Level 2 – 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 lead in the care of the confused, agitated and aggressive child and young person trauma patient:</p> <ul style="list-style-type: none"> <li>• Promotes the presence of family, carers and friends where appropriate.</li> <li>• Can assist directly in sedation where appropriate</li> <li>• Can advise and direct on appropriate strategies for c-spine immobilisation</li> <li>• Can request assistance, where appropriate, of security teams and/or police</li> <li>• Can request assistance of, where appropriate, mental health personnel</li> </ul>	√	√	√	√		

2Dvi – The spinal cord injured patient

The spinal cord injured patient							
Clinical and technical skills	Level 2 – 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 lead in the care of the spinal cord injured patient:</p> <ul style="list-style-type: none"> <li>• Understands the potential effects of high spinal cord injury on breathing and ventilation and its subsequent management techniques</li> <li>• Demonstrates and understanding of the use of inotropes in the spinal cord injured patient</li> <li>• Demonstrates knowledge of local arrangements for spinal cord injured children and young people</li> </ul>	√	√	√	√		

2Dii – The child or young person with communication difficulties

The child or young person with communication difficulties							
Clinical and technical skills	Level 2 – 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 lead 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 a detailed knowledge of services available to assist communication such as 'language line' and how to access them</li> </ul>	√	√	√			

2Dviii – Care of the bereaved family and trauma team

Care of the bereaved family and trauma team							
Clinical and technical skills	Level 2 – 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>Care of the bereaved family:</p> <ul style="list-style-type: none"> <li>• Demonstrate a working knowledge of local child death protocols. Ensure appropriate documentation is completed and necessary persons and agencies notified. (E.g. Child Health Services)</li> <li>• Demonstrate sensitivity and skill in breaking bad news</li> <li>• Demonstrate ability to provide support to bereaved families; including the explanation of the role of the Coroner's Officer and the child death review process</li> </ul>	√	√	√	√		

Care of the bereaved family and trauma team							
Clinical and technical skills	Level 2 – 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>	Care of the trauma team: <ul style="list-style-type: none"> <li>• Instigate local procedures to enable both an immediate and more formal staff debrief</li> <li>• Be mindful of and identify any staff who may require more formal psychological support</li> </ul>						

2DiX – Tissue and organ donation

Tissue and Organ Donation							
Clinical and technical skills	Level 2 – 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>	<p>Can outline the key considerations in respect to organ and tissue donation:</p> <ul style="list-style-type: none"> <li>• Identification of potential donors</li> <li>• Escalation policy</li> <li>• Can instigate early involvement of Organ &amp; Blood donation team</li> <li>• Aware of contraindications to potential tissue &amp; organ donation</li> </ul> <p>Awareness of national documents</p> <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 2 – 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>	<p>Awareness of national documents</p> <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 lead in the support to relatives, carers and friends</li> <li>Can recognise own feelings and knows how to access help if required</li> <li>Recognises and supports all team members involved, and participates in appropriate structured debrief</li> </ul>	√	√	√			

2E – Secondary survey:

Secondary survey							
Clinical and technical skills	Level 2 – 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>Ensures, where appropriate, that a secondary survey is undertaken prior to transfer.</li> <li>Can assist in arranging further investigation and imaging dependent upon findings</li> </ul>	√	√	√	√		

2F – Transfer:

2Fi – Transfer within the Hospital

Transfer within the Hospital							
Clinical and technical skills	Level 2 – 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>• Can lead in the 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>• Anticipate the need for appropriate equipment to facilitate expedient transfer</li> </ul>	√	√	√	√		

2Fii – Secondary transfer (out of hospital)

Secondary transfer (out of hospital)							
Clinical and technical skills	Level 2 – 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>• Has a detailed understanding of the secondary transfer policy and procedure.</li> <li>• Can lead in making the necessary arrangements for a safe secondary transfer to:                             <ul style="list-style-type: none"> <li>- The MTC (where applicable)</li> <li>- Burns centre</li> <li>- Other specialist centre</li> </ul> </li> <li>• Can liaise directly with local Paediatric retrieval/ ambulance/ HEMS providers to arrange transfer</li> <li>• Demonstrates knowledge of the NICE (2016) Major Trauma guidance in relation to timely transfers between emergency departments</li> </ul>	√	√	√	√		

## Children and young people level 2

### Section 3: Non-technical skills

Non-technical skills							
Non-technical skills	Level 2 – 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
Ability to perform appropriately within the Trauma Team, maintaining a distinct role	<ul style="list-style-type: none"> <li>Leads in the supervision of junior members of the trauma team</li> <li>Demonstrates attributes of 'leadership' in the trauma team</li> </ul>	√	√	√	√		
Works effectively as a team member, including appropriate communication strategies	<ul style="list-style-type: none"> <li>Actively pursues ways to overcome barriers to effective working within the trauma team</li> </ul>	√	√	√	√		

Non-technical skills							
Non-technical skills	Level 2 – 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
Ability to relieve psychological stress in the trauma patients, family members, carers, friends and staff	<ul style="list-style-type: none"> <li>Proficient in supervising members of the team in the provision of psychological care and support of the child and young person, family members, carer or friends</li> <li>Can identify signs and symptoms of stress in the trauma team</li> <li>Can provide direct support to individuals and/or the trauma team</li> <li>Can initiate/lead a de-briefing session as and when deemed appropriate</li> </ul>	√	√	√	√		
Situational awareness during a trauma team resuscitation	<ul style="list-style-type: none"> <li>Demonstrates understanding of all team members roles and responsibilities in order to detect adverse or unplanned events and intervene appropriately</li> </ul>	√	√	√	√		

Non-technical skills							
Non-technical skills	Level 2 – 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>• Can teach and advise members of the trauma team on:               <ul style="list-style-type: none"> <li>- Consent and application of Gillik competence</li> <li>- The Mental Capacity Act – 16 and 17 years of age</li> <li>- Mental Health Act</li> <li>- Confidentiality</li> <li>- Advocacy</li> <li>- Preservation of forensic evidence</li> <li>- Reporting trauma related deaths</li> </ul> </li> </ul>	√	√	√	√		