National Major Trauma Nursing Group

Nursing and Allied Health Professionals

Trauma Competencies in the Emergency Department

Adult Level 1 and 2

Version 2.0

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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 principal 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.

Overview of the educational and competency standard:

Level	Educational standard	Competency standard
Level 1	Has attended a trauma educational programme, such as: • Trauma Immediate Life Support (TILS) • ATLS observer • ETC nurse/AHP observer • In-house trauma education programme	Assessed as competent in all domains of the NMTNG competency framework at level 1 **Note: Level 1 competencies are identified by this colour through the document**
Level 2	In addition to level 1: Successful completion of a recognised trauma course: • Advanced Trauma Nursing Course (ATNC) • Trauma Nursing Core Course (TNCC) • European Trauma Course (ETC) When undertaken as a full provider only. **Or** Successful completion of a bespoke trauma course which has been assessed as compliant, by peer review, in meeting the NMTNG curriculum and assessment criteria.	In addition to level 1: Assessed as competent in all domains of the NMTNG competency framework at level 2 **Note: Level 2 competencies are identified by this colour through the document**
Level 3	In addition to level 2: Advanced Clinical Practitioner (ACP): Masters level education in advanced practice to at least PGDip level	In addition to level 2: Successful completion of and credentialing by the Royal College of Emergency Medicine - Emergency Care Advanced Clinical Practitioner Curriculum and Assessment

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:

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

  RCEM, HEE, RCN (2015, page 4)

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 but will be required to complete the competencies as per national peer review requirements.

Completion of level 1 competencies is a prerequisite for progression to level 2 within the NMTNG framework. Practitioners are expected to demonstrate full attainment of foundational knowledge and skills at level 1 before undertaking the more advanced competencies outlined at level 2. 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 competencies making use of the self-assessment section.

Local assessors are required to maintain accurate and up-to-date records of competency achievement in line with the major trauma service specification requirements.

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

What type of centre/unit do you work in?	Adult registered nurse	Children's registered nurse	AHP
A Major Trauma Centre which accepts adult and children	• Level 1 & 2 adult competencies • Level 1 paediatric competencies if you are expected to provide care to children • Level 2 paediatric competencies may be applicable in some centres which cannot provide 24/7 registered children's nursing cover	• Level 1 & 2 paediatric competencies • Level 1 adult competencies if you are expected to provide care to adults	• Level1 & 2 adult competencies • Level 1 paediatric competencies if you are expected to provide care to children • Level 2 paediatric competencies may be applicable in some centres which cannot provide 24/7 registered children's nursing cover
A Major Trauma Centre which only accept adults	• Level 1 & 2 adult competencies		• Level 1 & 2 adult competencies
A Paediatric Major Trauma Centre		• Level 1 & 2 paediatric competencies	• Level 1 & 2 paediatric competencies
A Trauma Unit which accepts adult and children	• Level 1 & 2 adult competencies • Level 1 paediatric competencies if you are expected to provide care to children • Level 2 paediatric competencies may be applicable to some centres which cannot provide 24/7 registered children's nursing cover	• Level 1 & 2 paediatric competencies • Level 1 adult competencies if you are expected to provide care to adults	• Level1 & 2 adult competencies • Level 1 paediatric competencies if you are expected to provide care to children • Level 2 paediatric competencies may be applicable to some centres which cannot provide 24/7 registered children's nursing cover
A Trauma Unit which only accepts adults	Level 1 & 2 adult competencies		Level 1 & 2 adult competencies

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.

1 - Airway and c-spine control							
2 - Clinical and technical skills	**3 - Nurse/AHP who participate in the care of the trauma patient**	**6a - In-house delivery**	**6b - Work Placed Based Assessment (WPBA)**	**6c - CPD / online tools**	**7 - Recognised trauma course – ATNC, ETC, TNCC or bespoke education course.**	**8 - Self-Assessment (circle as appropriate)**	**9 - Assessor: Achieved competency. Print name - date and sign**
4 - Clinical assessment and management of **airway**	**5** - Demonstrate how to assess the airway in the trauma patient: • Demonstrates knowledge of anatomy and physiology of the airway • Can assess airway patency • Demonstrates knowledge of the causes of airway obstruction and can recognise impending, partial or complete airway obstruction	√	√	√		N, AB, C, P, E	

1. Competency title banner

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. Practitioner undertaking competencies

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

Novice (N): I have some awareness but little knowledge or skill in this competency.

Advanced beginner (AB): I have basic knowledge or skill in this competency and need supervision.

Competent (C): I have the knowledge and skills relevant for the competency and could complete without supervision.

Proficient (P): I am experienced in the knowledge and skills relevant for the competency and could supervise or teach others.

Expert (E): I am leading developments in this competency.

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.

Trauma Competency Contract

LEARNERS RESPONSIBILITIES

As a Learner, I intend to:

- Take responsibility for my own development
- Form a productive working relationship with mentors and assessors
- Listen to colleagues, mentors and assessors' advice and utilise coaching opportunities
- Use constructive criticism positively to inform my learning
- Meet with my Lead Assessor at least tri-monthly
- Adopt a number of learning strategies to assist in my development
- Put myself forward for learning opportunities as they arise to try to complete these competencies within the recommended 12-month time frame
- Use this competency development programme to inform my annual appraisal and development needs and discuss any lack of supervision or support with the unit manager
- Ensures that when new assessors sign off competencies that assessors' details are completed on signature signing sheet
-

Signature…….

Date……..

ASSESSOR RESPONSIBILITIES

- Meet the standards of regulatory bodies (NMC 2015)
- Demonstrate ongoing professional development/competence in trauma care within ED
- Promote a positive learning environment
- Support the learner to expand their knowledge and understanding
- Highlight learning opportunities
- Set realistic and achievable action plans
- Complete assessments within the recommended timeframe
- Bring to the attention of the Education Lead and/or Manager concerns related to individual nurses learning and development
- Provide feedback about the effectiveness of learning and assessment in practice
- Ensures that when first completing a competency that contact details are completed on signature signing sheet

Signature…….

Date……..

Completion of competencies: There will be variance between different emergency departments within the MTCs and TUs managing trauma patients and therefore each individual facility should identify those competencies that are relevant (and thus potentially achievable). Those competencies identified as not relevant should be marked as 'Not Applicable'.

Assessors: Due to the differences within individual ED departments the responsibility for allocating appropriately qualified assessors should be allocated locally by the individual departments.

We ideally recommend the assessor should have achieved the competency level two competency. However, we are aware that this may be difficult in certain units and therefore must have been locally agreed by the ED Matron/clinical lead/education lead.

Section 1: Organisational aspects:

Organisational aspects							
Organisational aspects	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Local Trauma Network system and the centralisation of trauma services.	• Able to describe the local Trauma Networks. • Demonstrates understanding of the trauma care system.					N, AB, C, P, E	
	• Can describe the structure and function of the local trauma care system • Demonstrates a detailed understanding of the trauma pathway and knowledge of the principals of MTCs, TUs and LEHs and their working relationships					N, AB, C, P, E	

Organisational aspects							
Organisational aspects	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Criteria for activation of the trauma team within own department with respect to: - Physiological signs - Injuries sustained - Mechanism - Special circumstances	• Able to demonstrate where to access the trauma calls criteria and discuss its use.					N, AB, C, P, E	
Local guidelines and standard operating procedures (SOPs)	• Demonstrates knowledge of the existence and location of guidelines/SOPs relating to early trauma care, for example: - Secondary Transfer - Bypass criteria - Isolated head injury - Spinal injury - Burns					N, AB, C, P, E	

Organisational aspects							
Organisational aspects	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
National guidance and standards	• Demonstrates knowledge of the NICE 2021 trauma guidelines: - Major Trauma: assessment and initial management - Major Trauma: service delivery					N, AB, C, P, E	
	• Demonstrates knowledge of National Major Trauma Registry (NMTR) and how it is used to provide data and information on the trauma care pathway					N, AB, C, P, E	

Section 2: Clinical and technical skills:

2A - Preparation and Reception

Preparation and Reception							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Pre-alert and Escalation	• Can receive a pre-alert call and understands the structured system for recording and receiving information, e.g. ATMIST (NICE, 2021) • Can escalate appropriately on receiving a pre-alert to a senior nurse or trauma team leader to determine the level of response required (NICE, 2021)					N, AB, C, P, E	
	• Can support staff in the reception of pre-alert information					N, AB, C, P, E	

Preparation and Reception							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Pre-alert and Escalation	• In an MTC - Is able to determine the level of a trauma team response according to agreed and written local guidance (NICE, 2021) • In a TU – Is able to immediately activate the multidisciplinary trauma team (NICE, 20121)					N, AB, C, P, E	
Prepare the resuscitation bay to receive a trauma patient	• Can identify essential equipment and prepare the resuscitation bay in order to receive a trauma patient					N, AB, C, P, E	
Immediate management of the patient, pre-hospital and emergency services staff on arrival	• Participates in the reception of the trauma patient, pre-hospital and emergency services personnel required (NICE, 2021)					N, AB, C, P, E	

Preparation and Reception							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Communication with family, friends and carers	• Participates in the reception of family members and carers					N, AB, C, P, E	
	• Can communicate and provide information at each key stage of known injuries and management, expected outcomes, test results, details of immediate investigations and treatments, and if possible, include time schedules					N, AB, C, P, E	
Primary and secondary trauma assessment principles	• Participates appropriately in primary and secondary assessment of trauma patients					N, AB, C, P, E	

Section 2: Clinical and technical skills:

2B - Primary survey: <C>ABCDE

2Bi – Catastrophic haemorrhage

Catastrophic Haemorrhage							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
The immediate management of catastrophic haemorrhage	Demonstrate the knowledge and skill in major haemorrhage management: Demonstrates the use of: • Simple dressings with direct pressure to control external haemorrhage Understands the use of: • Haemostatic agents • Trauma Tourniquets Can assist in the application of: • Pelvic binder • Femoral splints					N, AB, C, P, E	

Catastrophic Haemorrhage							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
The immediate management of catastrophic haemorrhage	• Understands the indication for activation of the major haemorrhage protocol. • Understands the parameters for administering Tranexamic Acid in trauma patients and why it is given. • Demonstrates where Tranexamic Acid is kept and how to prepare and administer it according to guidelines. • Can set up and use the rapid transfusion/fluid warmer device(s) • Demonstrates understanding of anticoagulation reversal management					N, AB, C, P, E	
	• Use of point of care testing (POCT) relevant to the major trauma haemorrhage patient					N, AB, C, P, E	

2B - Primary survey: <C>ABCDE

2Bii – Airway and c-spine control

Airway and c-spine control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of airway	Demonstrate how to assess the airway in the trauma patient: • Demonstrates knowledge of anatomy and physiology of the airway • Can assess airway patency • Demonstrates knowledge of the causes of airway obstruction and can recognise impending, partial or complete airway obstruction					N, AB, C, P, E	
	Initial assessment: Can lead the immediate assessment and management of the airway in the trauma patient until expert help arrives					N, AB, C, P, E	
Clinical assessment and management of airway	Clearing the airway: • Understands the indications for clearing the airway of foreign bodies / fluids					N, AB, C, P, E	

Airway and c-spine control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of airway	• Can demonstrate how to appropriately use suction devices					N, AB, C, P, E	
	Oxygen delivery: • Demonstrates the theoretical and correct use of high flow oxygen delivery.					N, AB, C, P, E	
Clinical assessment and management of airway	Demonstrates chin lift and jaw thrust manoeuvres: • Understands the indications for a chin lift and jaw thrust • Can correctly perform chin-lift and jaw thrust					N, AB, C, P, E	
	Inserting oral and nasal airways: • Understands the indications and contra indications for insertion of oral and nasal airway in adults • Can demonstrate safely how to size/measure the correct airway					N, AB, C, P, E	

Airway and c-spine control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of airway	Inserting oral and nasal airways: • Can demonstrate safely the insertion of an oral and nasal airway					N, AB, C, P, E	
	Rapid sequence induction (RSI) and care of the intubated and ventilated trauma patient: • Where available can utilise a safety checklist in preparation for RSI • Understands the indications for RSI • Knows where the equipment is stored • Knows where to locate the drugs required • Checks and sets up equipment appropriately • Understands the principles and use of orogastric tube insertion in the ventilated patients					N, AB, C, P, E	

Airway and c-spine control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of airway	• Can anticipate the need for a Rapid Sequence • Induction (RSI) and can act as the skilled assistant in RSI					N, AB, C, P, E	
	• Demonstrates understanding of the physiological changes and effects of ventilation					N, AB, C, P, E	
	Surgical cricothyroidotomy: • Demonstrates the equipment required and where stored • Checks and sets up equipment appropriately					N, AB, C, P, E	
	• Can act as skilled assistant in a surgical cricothyroidotomy procedure					N, AB, C, P, E	
	Needle jet insufflation: • Demonstrates the equipment needed and where stored • Checks and sets up equipment appropriately					N, AB, C, P, E	

Airway and c-spine control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**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: • Understands the indications for c-spine immobilisation and when to initiate it • Can demonstrate manual c-spine immobilisation • Can demonstrate c-spine immobilisation, sizing and using appropriate devices • Can demonstrate being part of a team performing a log roll/tilt and describe each role • Can demonstrate the appropriate use of a scoop/spinal board/vacuum mattress and its removal					N, AB, C, P, E	

Airway and c-spine control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**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: Can demonstrate the use of lateral slide techniques					N, AB, C, P, E	
	Demonstrates ability to lead a log roll ensuring correct techniques are adhered to					N, AB, C, P, E	

2B - Primary survey: <C>ABCDE

2Biii – Breathing and Ventilation

Breathing and Ventilation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of breathing and ventilation	Breathing assessment: • Demonstrates knowledge of anatomy and physiology of the respiratory system • Can ascertain normal breathing and recognise respiratory distress • Demonstrates knowledge of the causes of respiratory distress in trauma					N, AB, C, P, E	
Clinical assessment and management of breathing and ventilation	• Demonstrates competence in performing a structured respiratory assessment understanding normal breathing and recognising respiratory distress					N, AB, C, P, E	

Breathing and Ventilation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of breathing and ventilation	• Demonstrates a detailed knowledge of the life-threatening chest injuries - Tension pneumothorax - Open pneumothorax - Massive Haemothorax - Cardiac Tamponade - Airway injury - Tracheobronchial injury					N, AB, C, P, E	
Clinical assessment and management of breathing and ventilation	Ventilation using a bag-valve-mask system: • Can demonstrate the correct use of bag-valve-mask device					N, AB, C, P, E	
	Use of pulse oximetry: • Understands the indications for using pulse oximetry • Understands the potential pitfalls of pulse oximetry					N, AB, C, P, E	

Breathing and Ventilation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of breathing and ventilation	• Demonstrates knowledge of correct positioning of pulse oximetry • Knows where appropriate pulse oximetry attachments are stored					N, AB, C, P, E	
	Needle decompression: • Understands that needle decompression is not the recommended 1st line treatment of tension pneumothorax in hospital (NICE, 2021) • Understands that patients may present with needle decompression device(s) in-situ from the pre-hospital setting • Understands the equipment needed to perform needle decompression should it be required in extremis					N, AB, C, P, E	

Breathing and Ventilation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of breathing and ventilation	Thoracostomy: • Understands the indications for thoracostomy • Knows the equipment and where stored • Checks and sets up equipment appropriately					N, AB, C, P, E	
	Thoracostomy: • Can anticipate the need for and lead in the preparation for a thoracostomy • Can describe the procedure for thoracostomy including relevant anatomy • Can assist with a thoracostomy					N, AB, C, P, E	
	Chest drains: • Understands the indications for insertion of a chest drain • Knows the equipment and drugs needed and where stored					N, AB, C, P, E	

Breathing and Ventilation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of breathing and ventilation	Chest drains: • Checks and sets up equipment appropriately					N, AB, C, P, E	
	Chest drains: • Can anticipate the need for and lead in the preparation for a chest drain • Can describe the procedure for chest drain insertion including relevant anatomy • Can assist with chest drain insertion					N, AB, C, P, E	
	Open pneumothorax: • Understands the indications for covering an open pneumothorax • Knows where appropriate dressings are stored					N, AB, C, P, E	

Breathing and Ventilation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of breathing and ventilation	Open pneumothorax: • Understands the rationale for covering an open pneumothorax					N, AB, C, P, E	
	Use of CO_2 monitoring: • Understands the indications for using CO_2 monitoring • Demonstrates where the capnography equipment is stored • Demonstrates the correct set up and use of capnography					N, AB, C, P, E	
	Thoracotomy: • Understands when an emergency thoracotomy may be indicated • Can locate the equipment needed for an emergency thoracotomy					N, AB, C, P, E	

Breathing and Ventilation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of breathing and ventilation	Thoracotomy: • Can assist in the preparation of the equipment needed in an emergency thoracotomy					N, AB, C, P, E	

2B - Primary survey: <C>ABCDE

2Biv – Circulation and Haemorrhage Control

Circulation and Haemorrhage Control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of circulation and haemorrhage control	Circulatory assessment: • Demonstrates knowledge of the anatomy and physiology of the circulatory system. • Demonstrates the principles of circulatory assessment such as: - Cap refill - Manual pulse identification - Application of monitoring to assist assessment and interpretation of the results in the context of trauma					N, AB, C, P, E	

Circulation and Haemorrhage Control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of circulation and haemorrhage control	Circulatory assessment: • Has a basic understanding of the 5 principal sites of traumatic haemorrhage: • Chest, abdomen, pelvis, long bones and external haemorrhage					N, AB, C, P, E	
Clinical assessment and management of circulation and haemorrhage control	Circulatory assessment: • Can describe and recognise the clinical signs of shock in the context of trauma • Can list the different types of shock relevant to the trauma patient • Understands the basic principles of eFAST in circulatory assessment					N, AB, C, P, E	
	Circulatory management - access: • Demonstrates understanding of the different methods of access – IV and IO					N, AB, C, P, E	

Circulation and Haemorrhage Control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of circulation and haemorrhage control	Circulatory management - access: • Demonstrates where the IV and IO access equipment is stored					N, AB, C, P, E	
Clinical assessment and management of circulation and haemorrhage control	Circulatory management - access: • Can perform peripheral IV access in a trauma patient • Understands the principals of central venous access • Demonstrates knowledge of central IV access devices and where they are stored • Can describe the blood sampling regime for the trauma patient.					N, AB, C, P, E	

Circulation and Haemorrhage Control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of circulation and haemorrhage control	• Demonstrate understanding of the procedure for central line insertion including relevant anatomy and physiology. Is able anticipate the need for and lead in the preparation for a central line					N, AB, C, P, E	
Clinical assessment and management of circulation and haemorrhage control	Circulatory management – fluid resuscitation: • Recognises the indication for fluid resuscitation. • Demonstrates knowledge of the different types of fluid available and which are appropriate in trauma. • Understands the indication for activation of the major haemorrhage protocol. • Demonstrates how and where to access immediate blood supplies (O negative/positive).					N, AB, C, P, E	

Circulation and Haemorrhage Control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of circulation and haemorrhage control	• Demonstrates how to set up and use the rapid transfusion /fluid warmer device(s).					N, AB, C, P, E	
	• Provide skilled assistance in the fluid resuscitation of the trauma patients and can demonstrate knowledge of the different types of fluid available and which are appropriate in trauma knowing when to give fluid/ blood and when to use judiciary (i.e. permissive hypotension etc.)					N, AB, C, P, E	
Clinical assessment and management of circulation and haemorrhage control	Circulatory management – haemorrhage control: • Demonstrates awareness of the basic principles of damage control surgery. • Demonstrates awareness of the basic principles of interventional radiology					N, AB, C, P, E	

Circulation and Haemorrhage Control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of circulation and haemorrhage control	Circulatory management – monitoring and care: • Understands the indications and contraindication for urinary catheterisation in a trauma patient. • Understands the basic principles of urine output in relation to shock and adequate resuscitation					N, AB, C, P, E	

2B - Primary survey: <C>ABCDE

2Bv – Disability

Disability							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of **disability** in the trauma patient	Disability assessment: • Demonstrates a working knowledge of neuro anatomy • Demonstrates assessment of the Glasgow Coma Scale and understands the relevance of abnormal findings within each component • Demonstrates assessment and understands the relevance of abnormal findings when assessing: - pupil size and reaction - limb movement					N, AB, C, P, E	

Disability							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of **disability** in the trauma patient	Disability assessment: • Understands the relevance of blood glucose measurement in the trauma patient Disability management and care: • Demonstrates awareness of the principal intracranial injuries related to trauma • Can describe when to escalate care in relation to a drop in GCS.					N, AB, C, P, E	
	• Can relate findings to principal neurological injury such as: - Intracranial injuries: o Extradural o Subdural o Subarachnoid o Intra-cerebral injury o Diffuse axonal injury					N, AB, C, P, E	

Disability							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of **disability** in the trauma patient	• Can relate findings to principal neurological injury such as: - Spinal cord injury - The presence of neurogenic and spinal shock					N, AB, C, P, E	
	Disability management and care: • Demonstrates an understanding of ICP and the Monro Kellie Doctrine • Demonstrates understanding of the principals of neurological injury care such as: - Reduction of ICP with appropriate positioning and analgesia - Removal of c-spine collars in head injury - Pressure area care in the spinal cord injured patient					N, AB, C, P, E	

2B - Primary survey: <C>ABCDE

2Bvi – Exposure and Temperature Control

Exposure and Temperature Control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of **exposure and temperature control**	Exposure assessment: • Has an understanding of hypothermia and its potential effects. • Demonstrates appropriate techniques for the safe removal of clothing • Understands the process for evidence collection for the police • Demonstrates appropriate methods for temperature measurement in the trauma patients. E.g. core or central					N, AB, C, P, E	

Exposure and Temperature Control							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of **exposure and temperature control**	Exposure assessment: • Understands the principals of invasive temperature monitoring and demonstrates where to locate the equipment.					N, AB, C, P, E	
	Exposure – temperature management: • Understands the importance of minimising temperature loss • Demonstrates correct application and use of a warm air patient warming system • Understands the principals of invasive warming techniques • Demonstrates how to set up and use a fluid warming device					N, AB, C, P, E	

2C – Pain assessment and management

Pain assessment and management							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management of **pain**	Pain assessment: • Demonstrates use of appropriate pain assessment tools suitable for the patient's age, developmental stage and cognitive function. • Demonstrates knowledge of the NICE (2021) 'Major trauma: assessment and initial management' guideline with respect to pain assessment and management					N, AB, C, P, E	

Pain assessment and management							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Clinical assessment and management of **pain**	• Demonstrates knowledge of additional pain control measures such as: • Regional blockade					N, AB, C, P, E	

2D – Special circumstances:

2Di – The elderly trauma patient

The elderly trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Clinical assessment and management in **special circumstances**	Can outline the key considerations in the care of an elderly trauma patient: • The relevance of comorbidities in assessment. • The relevance of polypharmacy in assessment. • Can describe the principal physiological changes in the elderly patient and its impact in trauma. • Awareness that c-spine immobilisation may be adapted in the elderly due to pre-existing conditions/disease					N, AB, C, P, E	

2Dii – The pregnant trauma patient

The pregnant trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Clinical assessment and management in **special circumstances**	Can outline the key considerations in the care of the pregnant trauma patient: • Demonstrates a basic understanding of the physiological changes in pregnancy and their impact in trauma such as: • Effects on the respiratory and circulatory system • Understands the basic principles of inferior vena cava compression and importance of repositioning • Demonstrates an understanding of traumatic perimortem caesarean section					N, AB, C, P, E	

The pregnant trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management in **special circumstances**	Can outline the key considerations in the care of the pregnant trauma patient: • Understands common complications in pregnant trauma e.g. uterine rupture, placenta abruption					N, AB, C, P, E	
	• Demonstrates an understanding of traumatic perimortem caesarean section					N, AB, C, P, E	
	• Understands the importance of ensuring a Keilhauer–Betke test is taken on pregnant women following a traumatic injury					N, AB, C, P, E	

2Diii – The burns trauma patient

The burns trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management in **special circumstances**	Can outline the key considerations in the care of the burns trauma patient: • Demonstrates awareness of the local arrangements and centres of care for burns patients • Can identify local policies related to management of the burns patient including transfer. • Understands the principals of estimation of burns size using an appropriate tool. • Can locate equipment and supplies specifically related to the care of a burns patient.					N, AB, C, P, E	

The burns trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Clinical assessment and management in **special circumstances**	Can lead in the care of the burns trauma patient: • Can assist/lead in the estimation of burn surface area using appropriate tools • Able to assist/lead in calculating appropriate fluid requirement/resuscitation using appropriate formula • Can liaise with local burns centres • Has a detailed understanding of the risks of smoke inhalation and its potentially harmful effects such as: - CO poisoning - Cyanide poisoning - Airway burns Awareness of resources for chemical based burns					N, AB, C, P, E	

The burns trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Clinical assessment and management in **special circumstances**	• Can lead/assist in arrangements for transfer to a burns centre • Can lead/assist in accessing appropriate databases, such as Toxbase, when required in speciality/chemical burns					N, AB, C, P, E	
	• Understands the principal considerations of burns care in relation to its effects on: - The airway and potential compromise - Breathing and ventilation including carbon monoxide poisoning - Circulation and fluid loss. - Temperature control • Understands the key principles of pain control in the burns patient both pharmacological and physical (dressings).					N, AB, C, P, E	

2Div – The bariatric trauma patient

The bariatric trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Clinical assessment and management in **special circumstances**	Can outline the key considerations in the care of the bariatric trauma patient: • The potential effects on: - Airway anatomy and patency - Breathing - Circulation • Can identify the maximum load of the trauma trolley. • Can outline safe methods for transfer of the patient.					N, AB, C, P, E	

2Dv – The confused, agitated & aggressive trauma patient

The confused, agitated & aggressive trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Clinical assessment and management in **special circumstances**	Can outline the key considerations in the care of the confused, agitated and aggressive trauma patient: • Understands that the behaviour may be due to: - Hypoxia - Hypovolaemia - Drugs and alcohol - Mental health - Dementia - Hypoglycaemia • When sedation may be appropriate					N, AB, C, P, E	

The confused, agitated & aggressive trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Clinical assessment and management in **special circumstances**	Can outline the key considerations in the care of the confused, agitated and aggressive trauma patient: • When removal of c-spine immobilisation or a modified approach is indicated. • The role of security and/or police.					N, AB, C, P, E	

2Dvi – The spinal cord injured patient

The spinal cord injured patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Knowledge of clinical assessment and management in **special circumstances**	Can outline the key considerations in the care of the spinal cord injured patient: • The potential effects on: - Temperature regulation • Awareness of autonomic dysreflexia • That spinal cord injury may mask sign and symptoms of other injuries.					N, AB, C, P, E	

2Dvii – The trauma patient with communication difficulties

The trauma patient with communication difficulties							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Complex communication assessment and management in **special circumstances**	Can outline the key considerations in the care of a trauma patient with communication difficulties such as: - Deaf - Blind - Aphasic patient - Learning disability - Challenging behaviour - Language barriers • Demonstrate/describe techniques to facilitate communication in the immediate trauma setting on arrival					N, AB, C, P, E	

The trauma patient with communication difficulties							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Complex communication assessment and management in **special circumstances**	• Can discuss strategies to facilitate communication during their continuing care such as use of family and carers					N, AB, C, P, E	

2Dviii - Care of the death of a trauma patient

Care of the death of a trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Dealing with the **care of the death of a trauma patient**	Care of the death of a trauma patient. • Demonstrate ability to care sensitively for a deceased trauma patient. Taking note of any specific instructions form the Coroner's Officer • Recognise own emotional needs following exposure to a trauma death and identify appropriate support mechanisms • Contribute to any serious incident learning • Participates in supporting the care of the bereaved relatives, carers and friends					N, AB, C, P, E	

Care of the death of a trauma patient							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Dealing with the **care of the death of a trauma patient**	Care of the trauma team: • Instigate local procedures to enable both an immediate and more formal staff debrief • Be mindful of and identify any staff who may require more formal psychological support					N, AB, C, P, E	

2DiX – Tissue and organ donation

Tissue and Organ Donation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Local guidelines and standard operating procedures (SOPs) in respect of **Tissue & Organ Donation**	Demonstrates awareness of the key considerations in respect to organ and tissue donation: • Identification of potential donors • Escalation policy • Contraindications to potential tissue & organ donation Awareness of national documents: • Timely identification and Referral of Potential Organ Donors-NHS Blood and Transplant (2012)					N, AB, C, P, E	

Tissue and Organ Donation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Local guidelines and standard operating procedures (SOPs) in respect of **Tissue & Organ Donation**	Awareness of national documents: • Approaching the families of potential organ donors – NHS blood and Transplant (March 2023) • Organ Donation and Transplantation 2023. Meeting the Need • Can provide support to relatives, carers and friends • Can recognise own feelings and knows how to access help if required • Participates in appropriate structured debrief					N, AB, C, P, E	

Tissue and Organ Donation							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Local guidelines and standard operating procedures (SOPs) in respect of **Tissue & Organ Donation**	• Recognises and supports all team members involved, and participates in appropriate structured debrief					N, AB, C, P, E	

2E – Secondary survey

Secondary survey							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
The secondary survey	• Demonstrates an understanding of the principals of secondary survey • Understands that secondary survey may not be performed prior to transfer. • Can assist in carrying out a secondary survey					N, AB, C, P, E	
	• Can assist in arranging further investigation and imaging dependent upon findings					N, AB, C, P, E	

2F – Transfer:

2Fi – Transfer within the Hospital

Transfer within the Hospital							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Act as part of a team in the safe transfer of the trauma patient	• Demonstrates an understanding of the principals of safe transfer within hospital to: - Theatre - Radiology - Interventional radiology - Critical Care - Ward • Can identify key equipment which should be taken on transfer. • Demonstrates appropriate structured handover of trauma patients to nursing and AHP staff					N, AB, C, P, E	

Transfer within the Hospital							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Act as part of a team in the safe transfer of the trauma patient	• Demonstrates thorough documentation of care to the patient, family members, carers and friends					N, AB, C, P, E	

2Fii – Secondary transfer (out of hospital)

Secondary transfer (out of hospital)							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Act as part of a team in the safe transfer of the trauma patient	• Demonstrates an understanding of secondary transfer protocols to: - The MTC (where applicable) - Burns centre - Other specialist centres • Has an awareness of the secondary transfer policy and procedure • Can identify key equipment which should be taken on transfer where applicable • Has an awareness of the key personnel which should accompany the patient					N, AB, C, P, E	

Secondary transfer (out of hospital)							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Act as part of a team in the safe transfer of the trauma patient	• Demonstrates appropriate structured handover at the destination (where applicable) • Awareness of the transfer documentation including imaging requirements • Demonstrates thorough documentation of care to the patient, family members, carers and friends					N, AB, C, P, E	

Section 3: Non-technical skills

Non-technical skills							
Non-technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Ability to perform appropriately within the Trauma Team, maintaining a distinct role	• Takes an active participant role within the 'Trauma Team' appropriate to the department • Demonstrates awareness of the principles of collaborative working in a trauma team					N, AB, C, P, E	
	• Leads in the supervision of junior members of the trauma team • Demonstrates attributes of 'leadership' in the trauma team					N, AB, C, P, E	
Works effectively as a team member, including appropriate communication strategies	• Recognises barriers to effective working within the trauma team e.g human factors					N, AB, C, P, E	

Non-technical skills							
Non-technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Works effectively as a team member, including appropriate communication strategies	• Actively pursues ways to overcome barriers to effective working within the trauma team					N, AB, C, P, E	
Relieve psychological stress in the trauma patient, family, carers, friends and staff	• Can describe the signs of stress or anxiety in a trauma patient, family members, carers and friends • Can describe how to provide reassurance and emotional support to patient, family members, carers and friends • Can describe the signs and symptoms of stress in trauma team members • Participates in debrief – where appropriate to do so					N, AB, C, P, E	

Non-technical skills							
Non-technical skills	**Nurse/AHP who participate in the care of the 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 (Please circle)**	**Assessor: Achieved competency. Print name - date and sign**
Situational awareness during a trauma team resuscitation	• Recognises all team members roles and responsibilities and how each member interacts					N, AB, C, P, E	
Ethical, legal and professional implications of trauma	• Demonstrates a basic knowledge of: - Consent and the application of the Mental Capacity Act/Deprivation of Liberty - Safeguarding - Confidentiality - Advocacy - Preservation of forensic evidence - Reporting trauma related deaths					N, AB, C, P, E	

Non-technical skills							
Clinical and technical skills	**Nurse/AHP who participate in the care of the 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** **(Please circle)**	**Assessor:** **Achieved competency.** **Print name - date and sign**
Recording data about violence for public health	• Demonstrates an understanding of the responsibility to accurately record Information Sharing to Tackle Violence (ISTV) data items on their clinical system, and ISTV's role in the public health approach to violence reduction and prevention. • This should include awareness of: Identifying violence related injuries by selectin the appropriate Injury Intent; entering the Injury Date and Time (an estimate is fine); selecting the most appropriate Injury Mechanism; and entering a free- text Assault Location Description (specific geographical location where the incident occurred).					N, AB, C, P, E	

Signature Sign Off Sheet				
Name	**Band**	**Hospital**	**Role**	**Contact Email**

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