



---

**RCN Legal Disclaimer**

RCN Legal Disclaimer: This content is not intended to be a substitute for professional medical advice, diagnosis, or treatment. Always seek the advice of your physician or other qualified health provider with any questions you may have regarding a medical condition. Never disregard professional medical advice or delay in seeking it because of something you have read on this website. © 2014 RCN. All rights reserved.





# 1. Introduction

The purpose of this document is to provide a clear overview of the National Curriculum and Competency Framework for Emergency Nursing (Level 2). It outlines the key components, including the National Minimum Core (NMC), the National Generic Core (NGC), and the specific competencies for Emergency Nurses (EN), Emergency Care Practitioners (ACP), and Emergency Care Assistants (ECA). The framework is designed to ensure that all emergency nursing professionals have a consistent and high-quality education and training experience.

The framework is structured into three main sections: the National Minimum Core (NMC), the National Generic Core (NGC), and the specific competencies for each profession. The NMC is the foundation for all emergency nursing professionals, while the NGC provides additional skills and knowledge that are common to all three professions. The specific competencies are tailored to the roles of EN, ACP, and ECA.

Competency	EN	ACP	CEM/E	EE	EN	ACP	CEM/E	EE
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11

## Preceptorship

Preceptorship is a structured period of supervised practice for newly registered emergency nursing professionals. It is designed to help them develop the skills and confidence needed to work safely and effectively in the emergency department. The preceptorship framework is based on the National Minimum Core (NMC) and the National Generic Core (NGC). It includes a range of activities, such as shadowing, supervised practice, and reflective learning. The preceptorship period typically lasts for 12 weeks, although this may vary depending on the individual's circumstances.

## Induction

Induction is the process of introducing newly registered emergency nursing professionals to the emergency department. It is a crucial part of the preceptorship process and is designed to help them understand the department's policies, procedures, and culture. The induction process typically includes a range of activities, such as orientation, shadowing, and supervised practice. It is important that the induction process is well-structured and supported by experienced staff. The induction period typically lasts for 2-4 weeks, although this may vary depending on the individual's circumstances.

## References

Department of Health (2018) *Preceptorship framework for newly registered nurses, midwives and allied health profession*. London: DH

## Glossary of nursing roles in the emergency care setting

**Foundation staff nurse** A staff nurse who has completed a 12-month foundation programme and is registered with the Nursing and Midwifery Council (NMC) as a staff nurse. They are responsible for providing direct patient care and are supervised by a senior staff nurse or nurse manager. They are also responsible for the care of patients who are admitted to the emergency department and for the care of patients who are admitted to the emergency department.

### Emergency nurse

## Emergency nurse development pathway

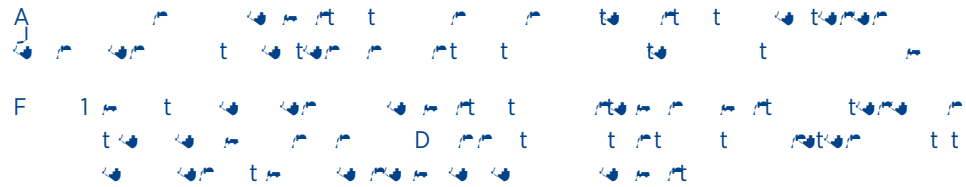


Figure 1: Career development pathway overview

### Career development pathway overview

Newly qualified nurse

(Foundation staff nurse Band 5)

Working to Level 1

New to specialty nurse

(Foundation staff nurse Band 5)

Working to Level 1q117.638 -g86.457 v1317170457 la65 37 I-14.16 TD037Band 5)

## Foundation practice – Working to Level 1 competencies

Foundation practice is a period of supervised practice for newly qualified nurses. It is a time when they develop their skills and knowledge, and are supported by experienced staff. The practice is designed to help them to meet the requirements of the NMC standards for practice.

Nurses working to Level 1 competencies are expected to be able to provide basic nursing care, to monitor and respond to patients, and to work as part of a team. They are also expected to be able to communicate effectively with patients, families, and other staff.

### Developmental milestones of foundation staff nurse

#### Three months

- Be able to provide basic nursing care, to monitor and respond to patients, and to work as part of a team.
- Be able to communicate effectively with patients, families, and other staff.
- Be able to work as part of a team.
- Be able to provide basic nursing care, to monitor and respond to patients, and to work as part of a team.

#### Six months

- Be able to provide basic nursing care, to monitor and respond to patients, and to work as part of a team.
- Be able to communicate effectively with patients, families, and other staff.
- Be able to work as part of a team.

#### 12 months (up to two years for newly qualified)

- Be able to provide basic nursing care, to monitor and respond to patients, and to work as part of a team.
- Be able to communicate effectively with patients, families, and other staff.
- Be able to work as part of a team.
- Be able to provide basic nursing care, to monitor and respond to patients, and to work as part of a team.

## Emergency nurses – Working to Level 2



## The competency framework

- Good nursing practice (GNP) at the heart of the framework
- Core - the essential skills and knowledge for all nurses
- Clinical specialties - the skills and knowledge for specific areas of practice

Figure 2: The competency framework



## Good nursing practice

Good nursing practice is defined by the NMC Code of Practice for Nurses, which states that nurses should:

- GNP: Practice with integrity
- GNP: Prioritise care
- GNP: Communicate effectively
- GNP: Lead and work in partnership
- GNP: Evaluate practice
- GNP: Engage in research and development
- GNP: Lead and work in partnership
- GNP: Engage in research and development

## Cross-cutting themes

CC 1 Patient safety  
 CC 2 Prevention of harm  
 CC 3 Medicines management  
 CC 4 Moving and handling  
 CC 5 Infection prevention and control  
 CC 6 Safeguarding children and adults  
 CC 7 Documentation and record keeping  
 CC 8 Preventing and controlling violence and aggression

- CC 1 Patient safety
- CC 2 Prevention of harm
- CC 3 Medicines management
- CC 4 Moving and handling
- CC 5 Infection prevention and control
- CC 6 Safeguarding children and adults
- CC 7 Documentation and record keeping
- CC 8 Preventing and controlling violence and aggression



## Emergency care clinical domains

CD F t t

## Competence assessment

Competence assessment is a process that involves the evaluation of an individual's skills, knowledge, and abilities to perform a specific task or job. It is a key component of human resource management and is used to identify training needs, assess performance, and make hiring decisions.

- L1: Competence assessment is a process that involves the evaluation of an individual's skills, knowledge, and abilities to perform a specific task or job.
- L2: Competence assessment is a process that involves the evaluation of an individual's skills, knowledge, and abilities to perform a specific task or job.

For the purpose of this document, the term 'mentor' is defined as a person who provides guidance, support and advice to a less experienced person. The role of the clinical supervisor/assessor/mentor is to provide guidance, support and advice to the student, to ensure that they are able to meet the requirements of the programme and to develop their professional skills and competences. The role of the clinical supervisor/assessor/mentor is also to provide feedback to the student, to identify areas for improvement and to provide support and advice to help the student to overcome any difficulties. The role of the clinical supervisor/assessor/mentor is also to provide support and advice to the student, to ensure that they are able to meet the requirements of the programme and to develop their professional skills and competences.

## The role of the clinical supervisor/assessor/mentor

The role of the clinical supervisor/assessor/mentor is to provide guidance, support and advice to the student, to ensure that they are able to meet the requirements of the programme and to develop their professional skills and competences. The role of the clinical supervisor/assessor/mentor is also to provide feedback to the student, to identify areas for improvement and to provide support and advice to help the student to overcome any difficulties. The role of the clinical supervisor/assessor/mentor is also to provide support and advice to the student, to ensure that they are able to meet the requirements of the programme and to develop their professional skills and competences.

# Level 2 competencies

## Good nursing practice (GNP) Level 2



## Core skills: Good nursing practice (GNP) – Level 2

GNP1 – Professional behaviour – Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
GNP111	Identify the NMC Code of Practice for registered nurses	N A B C P E	Pass					
GNP112	Identify the NMC Code of Practice for registered nurses	N A B C P E	Good					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
GNP113	Communicate effectively with patients	N A B C P E	Pass					
GNP114	Interact effectively with patients	N A B C P E	Pass					
GNP115	Facilitate patient care	N A B C P E	Good					
GNP116	Attend to patient needs	N A B C P E	Pass					
	Behaviour	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
GNP117	Adhere to professional standards	N A B C P E	Good L 1					
GNP118	Demonstrate respect to patients	N A B C P E	Good L 1					
GNP119	Protect patient confidentiality	N A B C P E	Pass					
GNP120	Be honest and open about mistakes	N A B C P E	Good L 1					
GNP121	Act justly and fairly	N A B C P E	Good L 1					



## Core skills: Good nursing practice (GNP) – Level 2

GNP2 – Team working – Level 2								
Core skills: Good nursing practice (GNP) – Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
GNP 11	Identify the role of the nurse in the team	N A B C P E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
GNP 1	Identify the role of the nurse in the team	N A B C P E	Competent					
GNP 2	Identify the role of the nurse in the team	N A B C P E	Competent					
GNP 3	Identify the role of the nurse in the team	N A B C P E	Competent					
GNP 4	Describe the role of the nurse in the team	N A B C P E	Competent					
GNP 5	Describe the role of the nurse in the team	N A B C P E	Competent					
GNP 6	Describe the role of the nurse in the team	N A B C P E	Competent					





## Core skills: Good nursing practice (GNP) – Level 2

GNP5 – Education – Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off



**Core skills: Good nursing practice (GNP) - Level 2**

Core skills: Good nursing practice (GNP) - Level 2								

## Core skills: Good nursing practice (GNP) – Level 2

GNP8 – Service evaluation and improvement – Level 2								
Core skills to be achieved								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
GNP 11	Describe the structure and function of the human body	N A B C P E	Competent					
GNP 1	Identify the main components of the human body	N A B C P E	Competent					
GNP 1	Identify the main components of the human body	N A B C P E	Competent					
GNP 1	Identify the main components of the human body	N A B C P E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
GNP 1	Explain the structure and function of the human body	N A B C P E	Proficient					
GNP	Compare the structure and function of the human body	N A B C P E	Competent					
GNP	Locate the structure and function of the human body	N A B C P E	Competent					

# Level 2 competencies

## Cross-cutting themes (CCT) Level 2












CC 1	<ul style="list-style-type: none"> <li>ECG</li> <li>ECG</li> <li>ECG</li> <li>ECG</li> </ul>	N A B C P E	P					
CC 1	<ul style="list-style-type: none"> <li>ECG</li> <li>ECG</li> <li>ECG</li> <li>ECG</li> </ul>	N A B C P E	C					





CC		   							

## Cross-cutting themes (CCT) Level 2





## Cross-cutting themes (CCT) Level 2

CCT6 – Safeguarding children and adults – Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CC 11 L	Identify the different types of abuse and neglect	N A B C P E	Protect					
CC 1 L	Identify the different types of abuse and neglect	N A B C P E	Complete					
CC 1 L	Identify the different types of abuse and neglect	N A B C P E	Protect					
CC 1 L	Identify the different types of abuse and neglect GNP	N A B C P E	Protect					
CC 1 L	Identify the different types of abuse and neglect L t GNP	N A B C P E	Protect					
CC 1 L	<p>Identify the different types of abuse and neglect</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Sexual</li> <li>• Financial</li> <li>• Neglect</li> <li>• Self-harm</li> <li>• Suicide</li> </ul>	N A B C P E	Protect					
CC 1 L	Identify the different types of abuse and neglect	N A B C P E	Complete					
CC 1 L	Identify the different types of abuse and neglect	N A B C P E	Protect					
CC 1 L	Identify the different types of abuse and neglect	N A B C P E	Complete					
CC 11 L	Identify the different types of abuse and neglect	N A B C P E	Complete					









# Level 2 competencies

## Clinical domains (CD) Level 2 Caring for acutely ill adults



**CD1 - Caring for acutely ill adults - Level 2**



	Skills	Self-assessment (circle as appropriate)	Minimum standard					

**CD1 - Caring for acutely ill adults - Level 2**

CD1 - Caring for acutely ill adults - Level 2								
[Redacted]								
[Redacted]								



CD	<ul style="list-style-type: none"> <li>• E.g. t... t... t... t...</li> <li>• ...</li> <li>• t... t... t...</li> </ul>	N A B C P E	Co... t...					
CD	<ul style="list-style-type: none"> <li>• Int... E.g. t... t... t... t... AC...</li> </ul>							











**CD1 - Caring for acutely ill adults - Level 2**



CD	•	Intentional torts	N A B C P E	Contract					
CD	•	Intentional torts	N A B C P E	Contract					
CD	•	Monetary torts	N A B C P E						

















# Level 2 competencies

## Clinical domains (CD) Level 2 Caring for adults requiring resuscitation



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

**CD2 - Caring for adults requiring resuscitation - Level 2**



## CD2 - Caring for adults requiring resuscitation - Level 2



CD 1 L	Int t	N A B C P E	Com t					
CD 2 L	Int t	N A B C P E	Com t					
CD 3 L	Pro t	N A B C P E	Pro t					
CD 4 L	C o t	N A B C P E	Com t					

## CD2 – Caring for adults requiring resuscitation – Level 2

CD2.3 – Managing sepsis – Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 11	Identify the signs and symptoms of sepsis	N A B C P E	Competent					
CD 1	Identify the signs and symptoms of sepsis	N A B C P E	Competent					
CD 1	Describe the pathophysiology of sepsis	N A B C P E	Competent					
CD 1	At least 3 of the following: identify the signs and symptoms of sepsis; describe the pathophysiology of sepsis	N A B C P E	Competent					
CD 1	Identify the signs and symptoms of sepsis	N A B C P E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1	Identify the signs and symptoms of sepsis	N A B C P E	Competent					
CD	Identify the signs and symptoms of sepsis	N A B C P E	Proficient					
CD	Identify the signs and symptoms of sepsis	N A B C P E	Proficient					
CD	Identify the signs and symptoms of sepsis	N A B C P E	Proficient					
CD	Identify the signs and symptoms of sepsis	N A B C P E	Competent					
CD	Identify the signs and symptoms of sepsis	N A B C P E	Competent					
CD	Identify the signs and symptoms of sepsis	N A B C P E	Proficient					
CD	Identify the signs and symptoms of sepsis	N A B C P E	Competent					

## CD2 – Caring for adults requiring resuscitation – Level 2

CD2.4 – The shocked patient – Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 11	Describe the pathophysiology of shock and its clinical presentation.	N A B C P E	Competent					
CD 1	Identify the signs and symptoms of shock.	N A B C P E	Competent					
CD 1	Identify the causes of shock.	N A B C P E	Competent					
CD 1	Describe the management of shock.	N A B C P E	Competent					
CD 1	Identify the complications of shock.	N A B C P E	Competent					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1	Identify the signs and symptoms of shock.	N A B C P E	Competent					
CD	Establish a primary survey on a patient with shock.	N A B C P E	Proficient					
CD	Identify the causes of shock.	N A B C P E	Competent					
CD	Establish a secondary survey on a patient with shock.	N A B C P E	Competent					
CD	Establish a patient's history on a patient with shock.	N A B C P E	Competent					
CD	Identify the signs and symptoms of shock.	N A B C P E	Competent					
CD	Manage a patient with shock.	N A B C P E	Proficient					
CD	Establish a patient's history on a patient with shock.	N A B C P E	Competent					

**CD2 - Caring for adults requiring resuscitation - Level 2**

CD2 - Caring for adults requiring resuscitation - Level 2								
[Redacted]								
[Redacted]								





## CD2 - Caring for adults requiring resuscitation - Level 2

--	--

	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1	Et	N A B C P E	Com t t t					
CD	P t	N A B C P E	Com t t t					
CD	P	N A B C P E	Com t t t					
CD	P t							
	N A B C P t t P t t t							





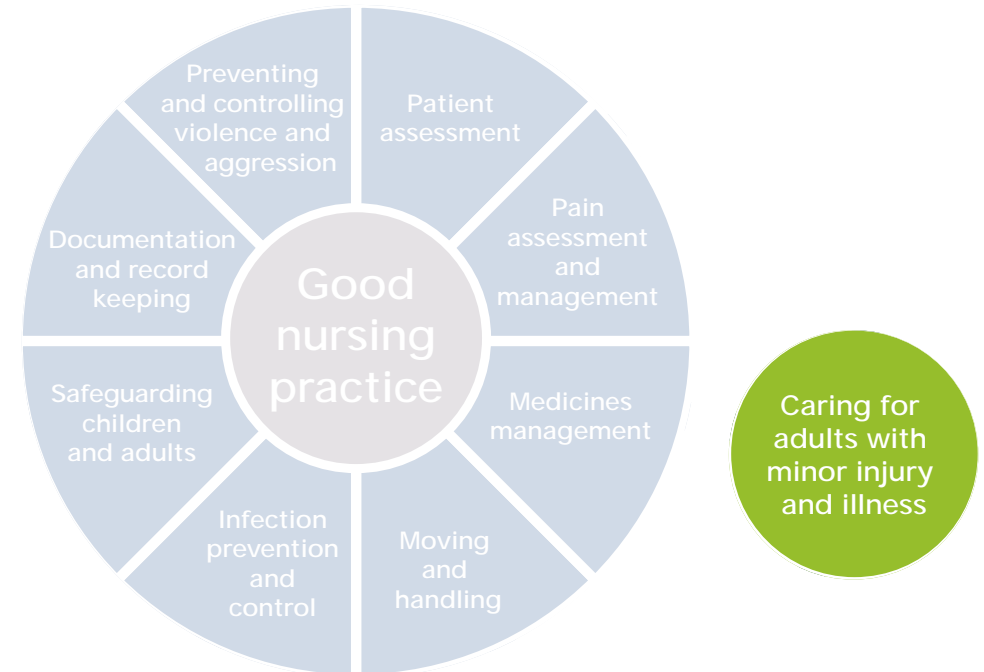
CD		                            	N A B C P E	               					
----	---	--	-------------	---	--	--	--	--	--

**CD2 – Caring for adults requiring resuscitation – Level 2**

CD2.7 – The patient requiring invasive monitoring (central venous access and arterial lines) – Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 11	Describe the technique for insertion of a central venous catheter (CVC) into the internal jugular vein.	N A B C P E	Competent					
CD 1	Describe the technique for insertion of a CVC into the femoral vein.	N A B C P E	Competent					
CD 1	Describe the technique for insertion of a CVC into the subclavian vein.	N A B C P E	Competent					
CD 1	Describe the technique for insertion of an arterial line (A-line) into the radial artery.	N A B C P E	Competent					
CD 1	Describe the technique for insertion of an A-line into the brachial artery.	N A B C P E	Competent			N A B C P E		Competent CDt 1 -
CD 1	Describe the technique for insertion of an A-line into the femoral artery.	N A B C P E	Competent					Competent J N AB1

# Level 2 competencies

## Clinical domains (CD) Level 2 Caring for adults with minor injury or illness







**CD3 - Caring for adults with minor injury or illness - Level 2**

CD3.2 - Head and neck - Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 11	D	N A B C P E	C		D t 11			



## CD3 - Caring for adults with minor injury or illness - Level 2





## CD3 - Caring for adults with minor injury or illness - Level 2

CD3.4 - Wounds and burns - Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 11 L	D	N A B C P E	Com					
CD 1 L	D	N A B C P E	Com					
CD 1 L	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	N A B C P E	Com					
CD 1 L	D	N A B C P E	Pre					
CD 1 L		N A B C P E	Com					
CD 1 L		N A B C P E	Com					
CD 1 L	D	N A B C P E	Com					
CD 1 L	D	N A B C P E	Com					
CD 1 L	D	N A B C P E	Com					
CD 11 L		N A B C P E	Pre					
CD 111 L	D	N A B C P E	Com					

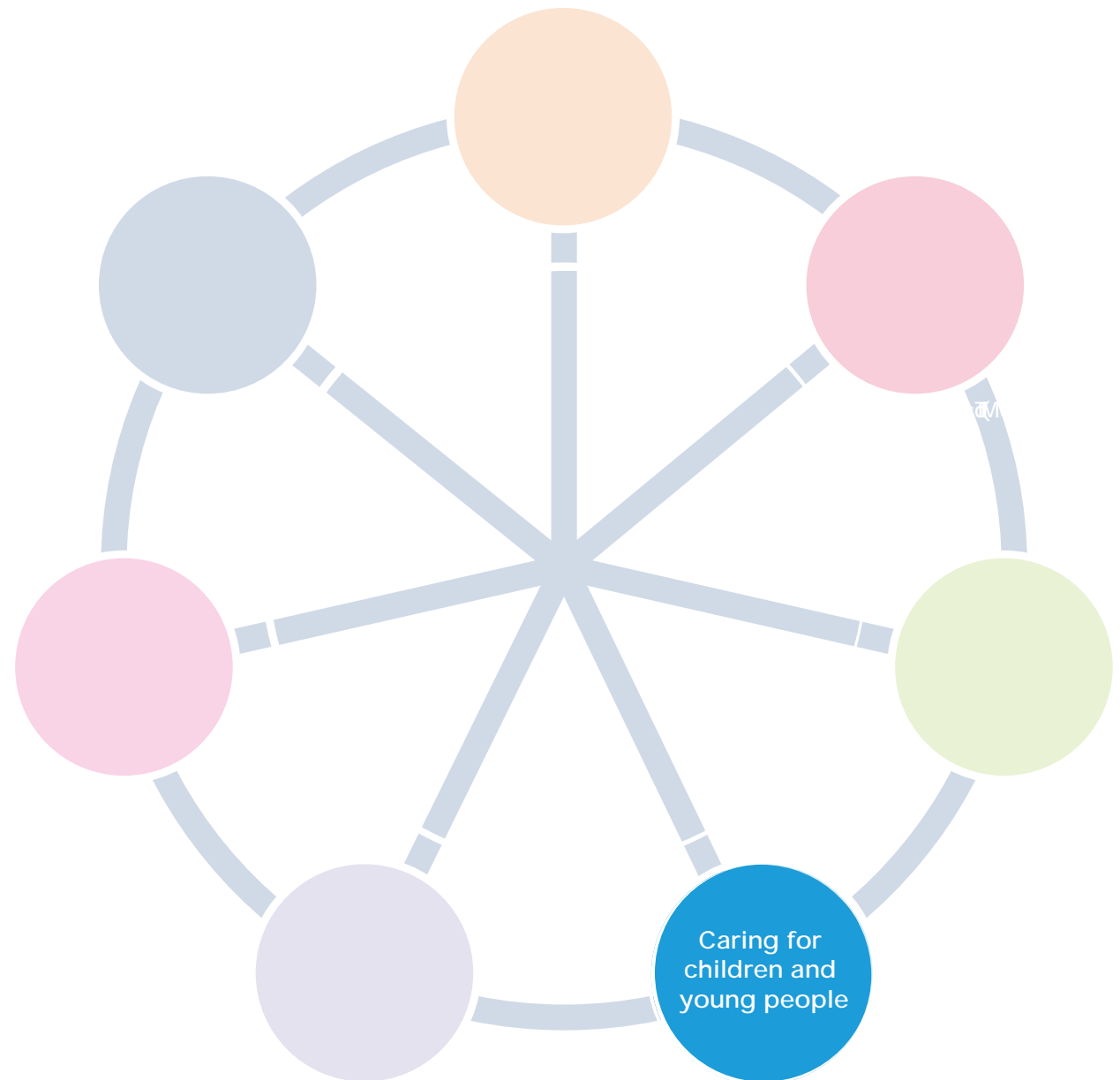
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1	Describe the role of the nurse in the management of the patient with a mental health problem.	N A B C P E	Competent					
CD	Identify the role of the nurse in the management of the patient with a mental health problem.	N A B C P E	Partial					
CD	Identify the role of the nurse in the management of the patient with a mental health problem.	N A B C P E	Competent					
CD	Describe the role of the nurse in the management of the patient with a mental health problem. <ul style="list-style-type: none"> <li>• to</li> <li>• to</li> <li>• to</li> <li>• to</li> </ul>	N A B C P E	Partial					
CD	Describe the role of the nurse in the management of the patient with a mental health problem.	N A B C P E	Competent					
CD	Identify the role of the nurse in the management of the patient with a mental health problem.	N A B C P E	Partial					
CD	Describe the role of the nurse in the management of the patient with a mental health problem. <ul style="list-style-type: none"> <li>• to</li> <li>• to</li> <li>• to</li> <li>• to</li> </ul>	N A B C P E	Competent					
CD	Identify the role of the nurse in the management of the patient with a mental health problem.	N A B C P E	Competent					

# Level 2 competencies

## Clinical domains (CD) Level 2 Caring for children and young people

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

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





CD 1	L	<ul style="list-style-type: none"> <li>• Formulation of the patient's history</li> <li>• Physical examination</li> <li>• Laboratory tests</li> <li>• Imaging</li> <li>• Pathology</li> <li>• Genetic testing</li> <li>• Psychological assessment</li> <li>• Social history</li> <li>• Family history</li> <li>• Patient education</li> <li>• Referral</li> </ul>	N A B C P E	Patient					
CD 1	L	<ul style="list-style-type: none"> <li>• General history</li> <li>• Physical examination</li> <li>• Laboratory tests</li> <li>• Imaging</li> <li>• Pathology</li> <li>• Genetic testing</li> <li>• Psychological assessment</li> <li>• Social history</li> <li>• Family history</li> <li>• Patient education</li> <li>• Referral</li> </ul>	N A B C P E	Patient					
CD 1	L	<ul style="list-style-type: none"> <li>• Detailed history</li> <li>• Physical examination</li> <li>• Laboratory tests</li> <li>• Imaging</li> <li>• Pathology</li> <li>• Genetic testing</li> <li>• Psychological assessment</li> <li>• Social history</li> <li>• Family history</li> <li>• Patient education</li> <li>• Referral</li> </ul>	N A B C P E	Patient					
CD 1	L	<ul style="list-style-type: none"> <li>• Initial history</li> <li>• Physical examination</li> <li>• Laboratory tests</li> <li>• Imaging</li> <li>• Pathology</li> <li>• Genetic testing</li> <li>• Psychological assessment</li> <li>• Social history</li> <li>• Family history</li> <li>• Patient education</li> <li>• Referral</li> </ul>	N A B C P E	Generalist					
CD 1	L	<ul style="list-style-type: none"> <li>• Specialist history</li> <li>• Physical examination</li> <li>• Laboratory tests</li> <li>• Imaging</li> <li>• Pathology</li> <li>• Genetic testing</li> <li>• Psychological assessment</li> <li>• Social history</li> <li>• Family history</li> <li>• Patient education</li> <li>• Referral</li> </ul>	N A B C P E	Generalist					
CD 1	L								
CD 1	L								
CD 1	L								
CD 1	L								
CD 1	L								

## CD4 - Caring for children and young people - Level 2



--	--	--	--	--	--	--	--	--

## CD4 - Caring for children and young people - Level 2





## CD4 - Caring for children and young people - Level 2


CD 1 L	<p>Describe the process of the patient's care from admission to discharge, including the role of the nurse, the patient, and the family.</p> <ul style="list-style-type: none"> <li>• patient</li> <li>• patient to care</li> <li>• patient</li> <li>• A patient in a patient</li> </ul>	N A B C P E	Part					
CD 1 L	<p>Describe the process of the patient's care from admission to discharge, including the role of the nurse, the patient, and the family.</p> <ul style="list-style-type: none"> <li>• patient</li> <li>• patient</li> <li>• patient</li> <li>• patient</li> <li>• patient</li> <li>• patient</li> <li>• patient</li> </ul>	N A B C P E	Part					
CD 1 L	Describe the process of the patient's care from admission to discharge, including the role of the nurse, the patient, and the family.	N A B C P E	Part					
CD 1 L	Describe the process of the patient's care from admission to discharge, including the role of the nurse, the patient, and the family.	N A B C P E	Part					
CD 1 L	Describe the process of the patient's care from admission to discharge, including the role of the nurse, the patient, and the family.	N A B C P E	Part					
	<b>Skills</b>	<b>Self-assessment (circle as appropriate)</b>	<b>Minimum standard for achievement</b>	<b>Expected date of achievement</b>	<b>Evidence submitted</b>	<b>Date of completion</b>	<b>Level achieved</b>	<b>Mentor sign-off (print and sign)</b>
CD 1 L	<p>Describe the process of the patient's care from admission to discharge, including the role of the nurse, the patient, and the family.</p> <ul style="list-style-type: none"> <li>• patient</li> <li>• patient to care</li> <li>• EN patient</li> <li>• patient to care</li> <li>• patient to care</li> <li>• patient to care</li> </ul>	N A B C P E	Part					








## CD4 – Caring for children and young people – Level 2

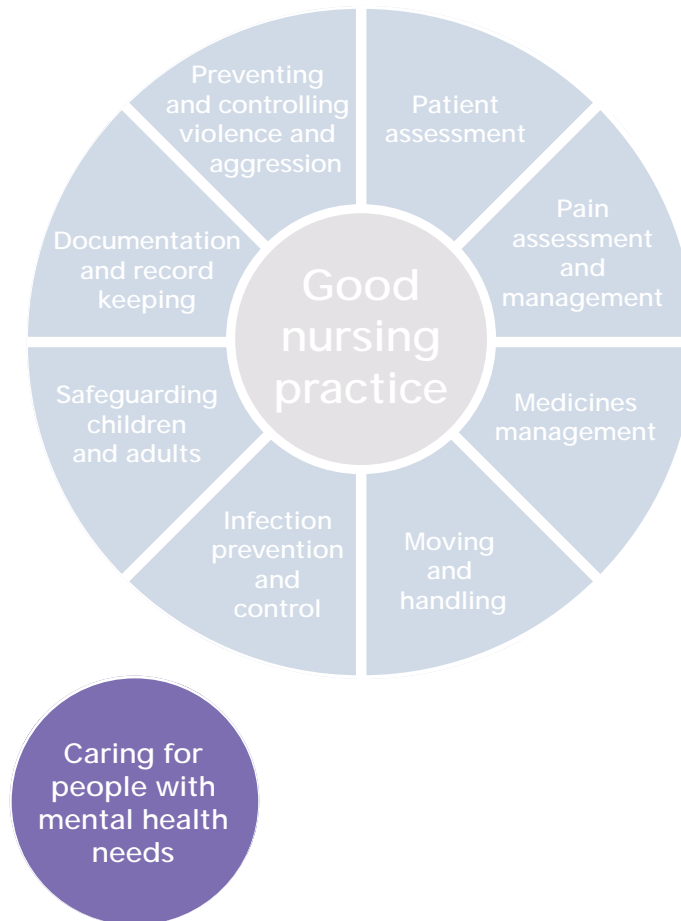
CD4.6 – Psychological and mental health aspects of care of children – Level 2 (also see CD5.1)								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 11 L	D	N A B C P E	P					
CD 1 L	D	N A B C P E	P					
CD 1 L	D	N A B C P E	P					
CD 1 L	D	N A B C P E	C					
CD 1 L		N A B C P E	C					
CD 1 L		N A B C P E	C					
CD 1 L		N A B C P E	C					
CD 1 L		N A B C P E	C					
CD 1 L		N A B C P E	C					
CD 1 L		N A B C P E	C					
CD 1 L		N A B C P E	C					
CD 11 L	D	N A B C P E	C					
CD 11 L	D	N A B C P E	C					
CD 11 L	D	N A B C P E	C					
CD 11 L	D	N A B C P E	C					





# Level 2 competencies

## Clinical domains (CD) Level 2 Caring for people with mental health needs





	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1 1 L	Identify the patient's current and past medical history, including social and family history, and communicate this information to the appropriate team members.	N A B C P E	Proficient					
CD 1 L	Evaluate the patient's current and past medical history, including social and family history, and communicate this information to the appropriate team members.	N A B C P E	Competent					
CD 1 L	Recognize the patient's current and past medical history, including social and family history, and communicate this information to the appropriate team members.	N A B C P E	Proficient					
CD 1 L	Recognize the patient's current and past medical history, including social and family history, and communicate this information to the appropriate team members.	N A B C P E	Proficient					
CD 1 L	Identify the patient's current and past medical history, including social and family history, and communicate this information to the appropriate team members.	N A B C P E	Competent					
CD 1 L	Attempt to identify the patient's current and past medical history, including social and family history, and communicate this information to the appropriate team members.	N A B C P E	Competent					
CD 1 L	Attempt to identify the patient's current and past medical history, including social and family history, and communicate this information to the appropriate team members.	N A B C P E	Competent					



**CD5 - Caring for people with mental health needs - Level 2**





**CD6 - Caring for older people - Level 2**





**CD6 - Caring for older people - Level 2**

CD6.2 - Psychological and social care of older adults - Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 11	Identify the role of the MHC in the care of older people with mental health problems. Identify the role of the MHC in the care of older people with dementia. Identify the role of the MHC in the care of older people with GNP.	N A B C P E	Pass					
CD 1	Identify the role of the D in the care of older people.							

CD	L	Intentional or accidental harm to self or others	N A B C P E	Partial					
CD	L	Intentional or accidental harm to others	N A B C P E	Complete					
CD	L	Intentional or accidental harm to self	N A B C P E	Complete					
CD	L	Accidental harm to self or others	N A B C P E	Complete					
CD	L	Intentional or accidental harm to others	N A B C P E	Partial					
CD	L	Complete self-harm	N A B C P E	Partial					

## CD6 - Caring for older people - Level 2

**CD6 - Caring for older people - Level 2**



# Level 2 competencies

## Clinical domains (CD) Level 2 Emergency planning and disaster management



## **CD7 - Emergency planning and disaster management - Level 2**

