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Glossary of nursing roles in the emergency care setting

Foundation staff nurse A staff nurse who has completed a 3-year undergraduate nursing programme and is registered with the Nursing and Midwifery Council (NMC). They are eligible for the role of staff nurse and can work in a variety of settings, including the emergency department. They are supervised by a senior staff nurse or nurse manager.

Emergency nurse

Emergency nurse development pathway

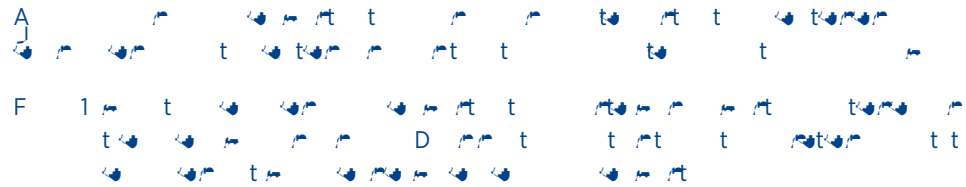


Figure 1: Career development pathway overview

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 period of supervised practice for newly qualified nurses. It is a period of supervised practice for newly qualified nurses.

Newly qualified nurses will be working to Level 1 competencies. This is the first level of the nursing profession. It is the first level of the nursing profession. It is the first level of the nursing profession.

Developmental milestones of foundation staff nurse

Three months

- Be able to identify the needs of patients and respond appropriately.
- Be able to provide basic nursing care to patients.
- Be able to work as part of a team to provide care to patients.
- Be able to communicate effectively with patients and colleagues.

Six months

- Be able to identify the needs of patients and respond appropriately.
- Be able to provide basic nursing care to patients.
- Be able to work as part of a team to provide care to patients.
- Be able to communicate effectively with patients and colleagues.

12 months (up to two years for newly qualified)

- Be able to identify the needs of patients and respond appropriately.
- Be able to provide basic nursing care to patients.
- Be able to work as part of a team to provide care to patients.
- Be able to communicate effectively with patients and colleagues.

Emergency nurses – Working to Level 2

The competency framework

- Good nursing practice (GNP) at the heart of the framework
- Core competencies (CC) at the heart of the framework
- Clinical competencies (CD) at the heart of the framework

Figure 2: The competency framework



Good nursing practice

Good nursing practice is defined as the professional conduct of a nurse in accordance with the standards of the Nursing and Midwifery Council (NMC) and the Code of Practice for Nurses, which sets out the expectations of the public and the profession.

- GNP: Professionalism
- GNP: Communication
- GNP: Collaboration
- GNP: Leadership
- GNP: Evaluation
- GNP: Evidence-based practice
- GNP: Learning and development
- GNP: Research and innovation

Cross-cutting themes

CC 1 Patient safety
 CC 2 Professionalism
 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 Professionalism
- CC 3 Medicines management
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- CC 5 Infection prevention and control
- CC 6 Safeguarding children and adults
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- 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 a safe and supportive environment for the learner to develop their skills and knowledge. The mentor should be a qualified professional who has experience in the field and is able to provide guidance and support to the learner. The mentor should also be able to provide feedback and assess the learner's performance. The mentor should be a person who is respected and trusted by the learner and the team. The mentor should be a person who is able to provide guidance and support to the learner in a way that is appropriate to their needs and abilities. The mentor should be a person who is able to provide feedback and assess the learner's performance in a way that is fair and objective. The mentor should be a person who is able to provide guidance and support to the learner in a way that is appropriate to their needs and abilities. The mentor should be a person who is able to provide feedback and assess the learner's performance in a way that is fair and objective.

The role of the clinical supervisor/assessor/mentor

The role of the clinical supervisor/assessor/mentor is to provide a safe and supportive environment for the learner to develop their skills and knowledge. The mentor should be a qualified professional who has experience in the field and is able to provide guidance and support to the learner. The mentor should also be able to provide feedback and assess the learner's performance. The mentor should be a person who is respected and trusted by the learner and the team. The mentor should be a person who is able to provide guidance and support to the learner in a way that is appropriate to their needs and abilities. The mentor should be a person who is able to provide feedback and assess the learner's performance in a way that is fair and objective. The mentor should be a person who is able to provide guidance and support to the learner in a way that is appropriate to their needs and abilities. The mentor should be a person who is able to provide feedback and assess the learner's performance in a way that is fair and objective.

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

Cross-cutting themes (CCT) Level 2

CCT2 - Pain assessment and management - 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		N AB C P E						

CC		   							

Cross-cutting themes (CCT) Level 2

CCT4 – Moving and handling – 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 moving and handling equipment used in the workplace	N AB C P E	Practical					
CC 1 L	Describe the correct use of moving and handling equipment	N AB C P E	Practical					
CC 1 L	Identify the correct use of moving and handling equipment	N AB C P E	Practical					
	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)
CC 1 L	Apply the correct use of moving and handling equipment	N AB C P E	Competent					
CC L	Apply the correct use of moving and handling equipment	N AB C P E	Practical					
CC L	Apply the correct use of moving and handling equipment	N AB C P E	Practical					
CC L	Apply the correct use of moving and handling equipment	N AB C P E	Competent					

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"> • Physical • Sexual • Emotional • Financial • Neglect • Self-harm • Suicide • Child - 	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

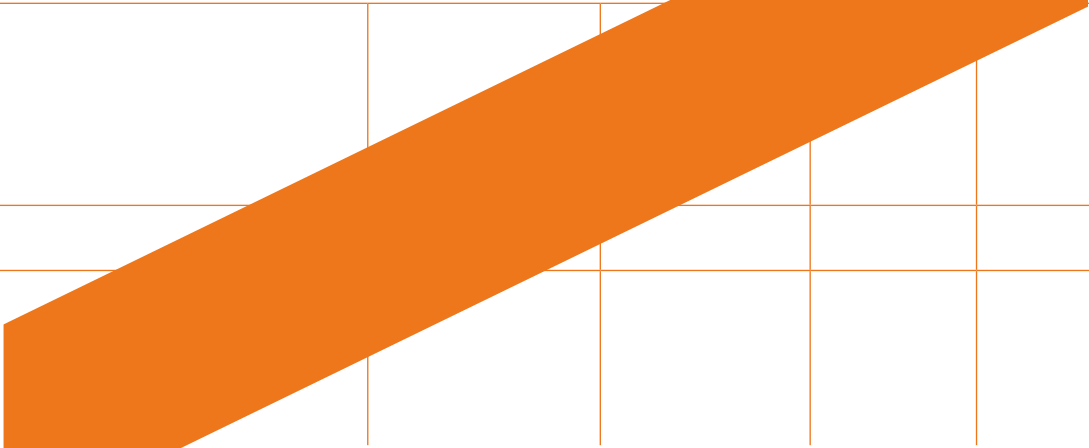


	Skills	Self-assessment (circle as appropriate)	Minimum standard					

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"> • E-Ref t • t r t r • r t r • t r t r 	N A B C P E	Co- t r t					
CD	<ul style="list-style-type: none"> • Int t • E-Ref t • r t r • r t r • AC • r t r 							



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

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 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		N A B C P E						
CD 1		N A B C P E						
CD 1		N A B C P E						
CD 1		N A B C P E						
CD 1		N A B C P E						
	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		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						

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 L	Describe the pathophysiology of shock	N A B C P E	Competent					
CD 1 L	Identify the signs and symptoms of shock	N A B C P E	Competent					
CD 1 L	Identify the causes of shock	N A B C P E	Competent					
CD 1 L	Describe the treatment of shock	N A B C P E	Competent					
CD 1 L	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 L	Identify the signs and symptoms of shock	N A B C P E	Competent					
CD L	Establish a primary survey on a patient with shock	N A B C P E	Passing					
CD L	Identify the signs and symptoms of sepsis	N A B C P E	Competent					
CD L	Establish a secondary survey on a patient with shock	N A B C P E	Competent					
CD L	Establish a primary survey on a patient with sepsis	N A B C P E	Competent					
CD L	Identify the signs and symptoms of sepsis	N A B C P E	Competent					
CD L	Establish a secondary survey on a patient with sepsis	N A B C P E	Passing					
CD L	Establish a primary survey on a patient with sepsis	N A B C P E	Competent					

CD2 - Caring for adults requiring resuscitation - Level 2



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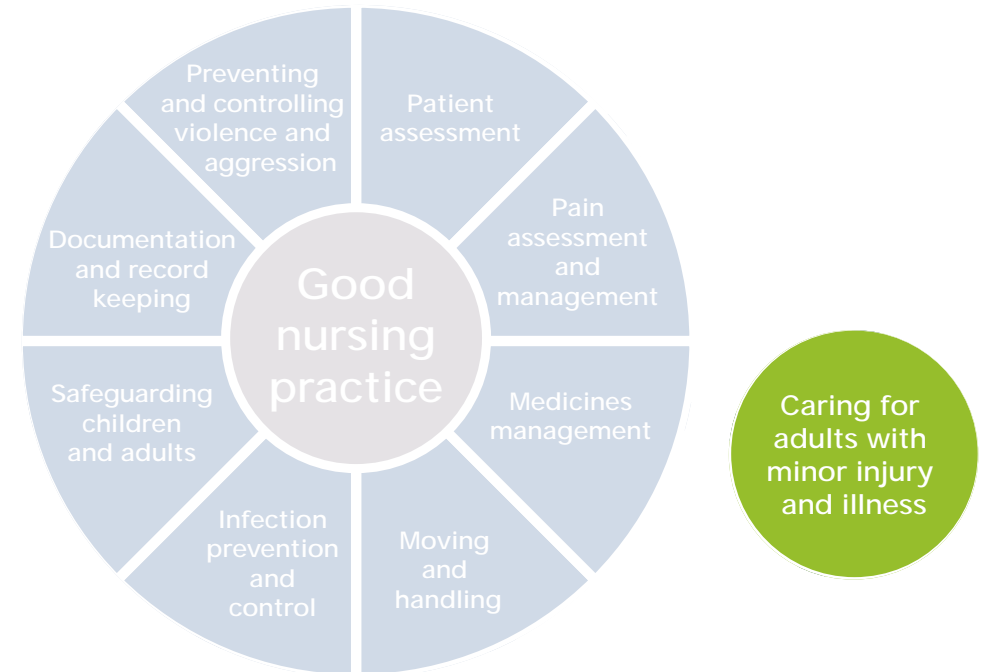
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1	Et	N A B C P E	Com t t t					
CD	P t	N A B C P E	Com t t t					
CD	P	N A B C P E	Com t t t					
CD	P t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

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
CD 1	Describe the technique for insertion of an A-line into the femoral artery.	N A B C P E	Competent					Competent

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"> • • • • • • • 	N A B C P E	Com					
CD 1 L	D	N A B C P E	Pre					
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 1 L	D	N A B C P E	Com					
CD 1 L	D	N A B C P E	Com					
CD 11 L	D	N A B C P E	Pre					
CD 111 L	D	N A B C P E	Com					

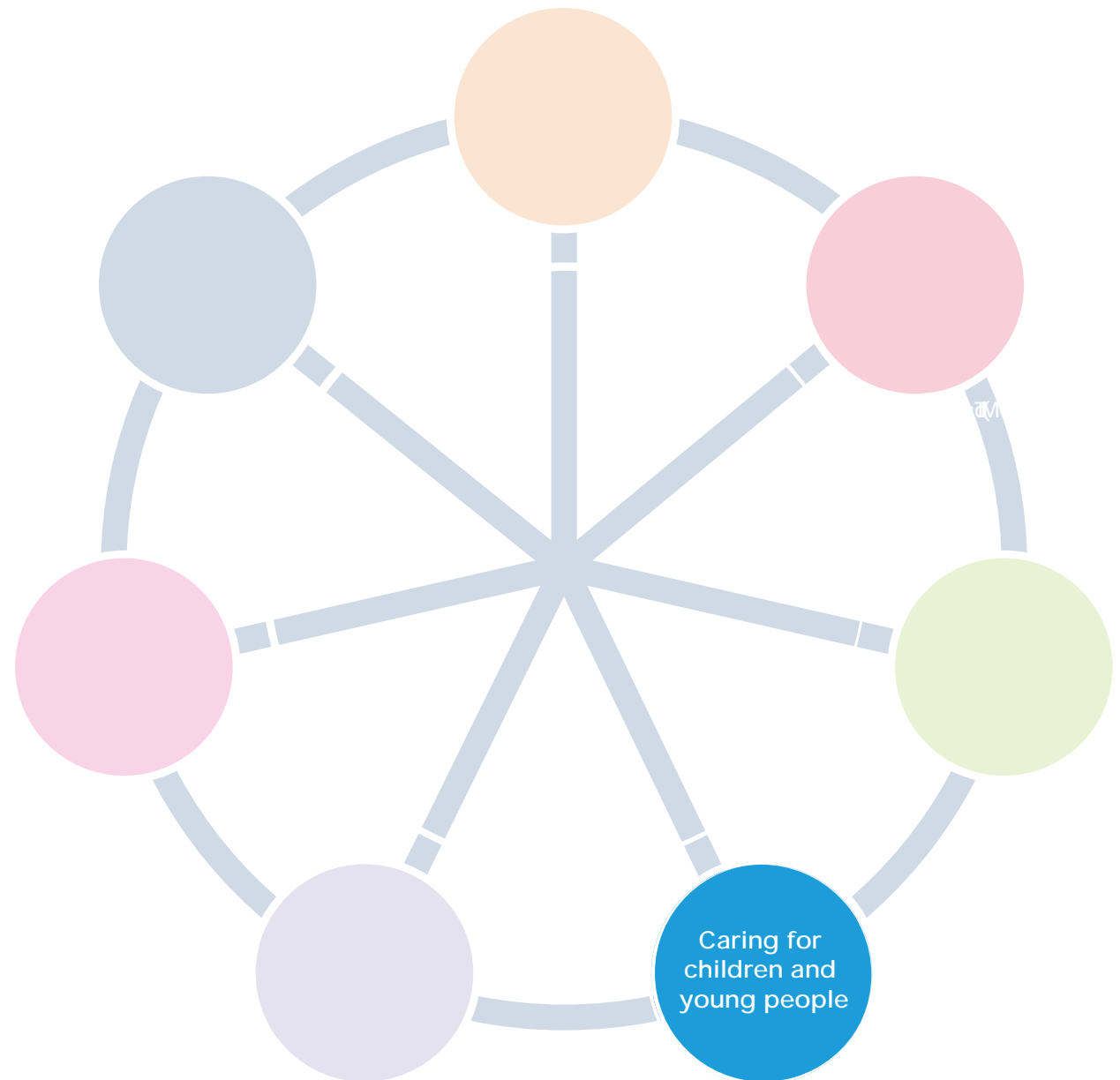
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1	Describe the role of the nurse in the care of the patient with a mental health problem.	N A B C P E	Competent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



CD4 - Caring for children and young people - Level 2



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CD4 - Caring for children and young people - Level 2

CD4 - Caring for children and young people - Level 2

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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"> • patient • patient to care • patient • A patient in a patient 	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"> • patient • patient • patient • patient • patient • patient • patient 	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					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-off (print and sign)
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"> • patient • patient to care • EN patient • patient to care • patient to care • patient to care 	N A B C P E	Part					

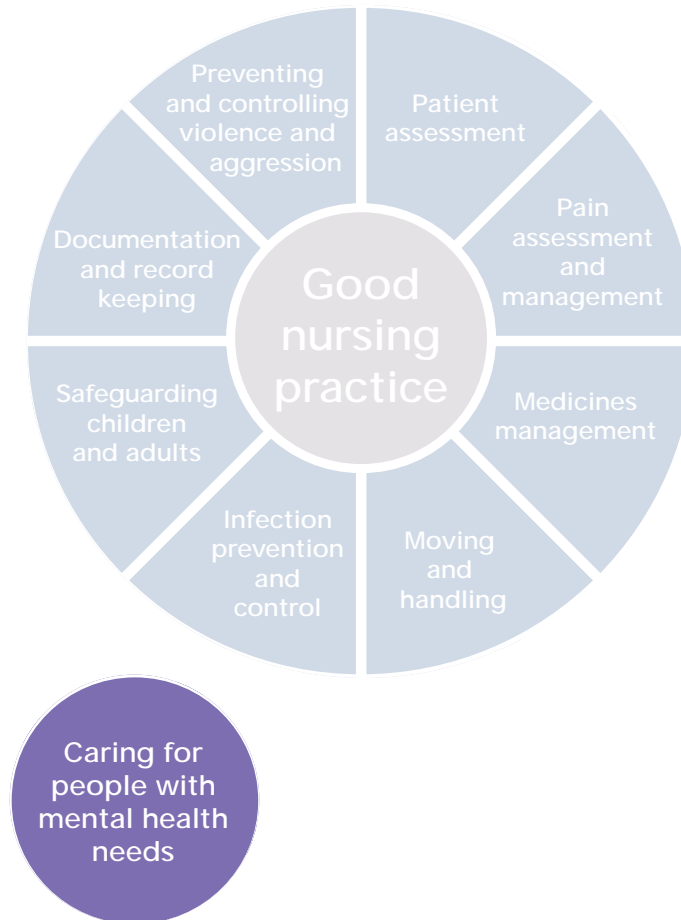
CD4 – Caring for children and young people – Level 2

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 effectively.	N A B C P E	Pass					
CD 1 L	Evaluate the patient's current and past medical history, including social and family history, and communicate this information effectively.	N A B C P E	Good					
CD 1 L	Recognize the patient's current and past medical history, including social and family history, and communicate this information effectively.	N A B C P E	Pass					
CD 1 L	Recognize the patient's current and past medical history, including social and family history, and communicate this information effectively.	N A B C P E	Pass					
CD 1 L	Recognize the patient's current and past medical history, including social and family history, and communicate this information effectively.	N A B C P E	Good					
CD 1 L	Attempt to identify the patient's current and past medical history, including social and family history, and communicate this information effectively.	N A B C P E	Good					
CD 1 L	Attempt to identify the patient's current and past medical history, including social and family history, and communicate this information effectively.	N A B C P E	Good					

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



CD6 - Caring for older people - Level 2



CD	L	Intentional or accidental harm to self or others	N A B C P E	Prevent					
CD	L	Intentional or accidental harm to others	N A B C P E	Control					
CD	L	Intentional or accidental harm to self	N A B C P E	Control					
CD	L	Accidental harm to self or others	N A B C P E	Control					
CD	L	Intentional or accidental harm to others	N A B C P E	Prevent					
CD	L	Control of self or others	N A B C P E	Prevent					

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

