



An integrated career and competency framework for
registered nurses in acute medicine

For the Society for Acute Medicine

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An integrated career and competency framework for nurses in acute medicine

Introduction

Acute medicine and acute medical units (AMUs) have developed across the breadth of the United Kingdom since the 1990s (RCPL, 2007). Over the last ten years acute medicine has evolved into a distinct specialty, and now has full specialty status for medical trainees. As nurses, Allied Health Professionals (AHPs) and pharmacists specialising in acute medicine we must also ensure that we demonstrate our huge contribution to promoting and developing this dynamic and exciting new specialty. Despite this development and expansion of AMUs across the UK there has been no official acknowledgement of nursing as a specialty, in acute medicine. Rather it has been regarded as a hybrid of emergency care and general medical nursing, because of this; acute medicine nursing roles do not appear to be valued as highly as nursing colleagues in other recognised specialties. This is an anomaly that the Society for Acute Medicine (SAM) is seeking to address through an integrated career and competency framework in acute medicine.

This document proposes to introduce an integrated career and competency framework for nurses working in acute medicine through core acute medicine competency standards. The acute medical unit is an area rich in diverse opportunities for experiential learning and the aim is to maximise the value of this learning through provision of the framework setting out the standards expected at each level of experience (Jones and Lees, 2009).

These competencies can be flexibly used for assessment and as evidence of continuing professional development (CPD) to progress through the nursing KSF framework (Whelan, 2006). Each competency can be inserted into an individual Professional Portfolio to demonstrate evidence of progression to senior experienced nurse.

Background

Since early 2007 the Royal College of Nursing have validated ten specialist competencies and integrated career frameworks, ranging from dermatology, case management to palliative care, which are aligned with the NHS, Knowledge Skills Framework DH (NHS, KSF,2004, RCN Institute). It is understood these have been driven by national policy with the impetus being to recruit to areas requiring highly specialist nursing skills or for nurses wishing to register their specialist status. Prior to the introduction of the KSF, Skills for Health produced competency statements for emergency care. While these are broad and include commonalities with acute medicine, they are not particularly robust and require further

development for use at a local hospital level. Moreover, there are also huge differences in the skills required in emergency care, such as suturing, plastering of limbs and child protection. Hence despite obvious similarities, acute medicine is a specialist area in its own right for nursing and an area requiring development (Carroll, 2007). For this reason we have developed this integrated career and competency framework.

Rationale for integrated career framework

The knowledge and skills of the nurse working in the AMU are broad-ranging. Depending on where they are recruited from, nurses synthesise skills that are required from critical care areas such as coronary care, high dependency, intensive care and emergency care (ED, formerly known as A&E). *Appropriate assessment and care for patients presenting to the AMU can only be delivered by nursing staff able to demonstrate very well developed skills regarding patient assessment, re-assessment, patient observation, immediate treatment, coordination and implementing good clinical decision-making skills.* In addition, the environment in which they work is dynamic and challenging, thus these nurses must have the ability to operate in an organised, focused manner, prioritising patients calmly under conditions of extreme pressure (Lees et al, 2013, Lees, 2012). Hence the framework seeks to offer a structure that recognises all of these elements of development, rather than singular skill competencies; it concentrates on the whole **role** of the nurse in the acute medical unit. This is especially important with roles evolving such as physician's assistants, advanced nurse practitioners - where their role often separates them from the direct organisation of workload or patient flow – and is generally but not exclusively focused upon delivering clinical skills alone (Farmer et al, 2009). Finally we urge readers to consider the whole multi-disciplinary team and the knowledge and skills across the team – who may work in an interdisciplinary manner (Lees et al, 2013). The skills of the whole team maybe considered using the Workforce Toolkit (Lees and Myers, 2011).

What is the purpose of the competency framework?

This competency framework describes the knowledge, skills and attitudes required by nurses to manage patient care in the AMU. It utilises the NHS KSF framework as it is accepted across the NHS as a whole, to demonstrate levels of experience (NHS KSF, 2004). The purpose of the framework is as follows:

- To identify the knowledge, skills and attitudes for nurses working in the AMU to provide parity across NHS regions.
- To promote the identity of the specialty and to facilitate recruitment and retention of experienced nurses.

- To develop and promote recognised transferable skills linked to the KSF framework and professional development, to promote career progression within acute medicine.
- To promote consistently high standards of patient care and reduce clinical risks through improved clinical governance of knowledge, skills and attitudes expected.

It has been constructed by taking into account the NHS KSF and eight areas of acute medicine regarded as fundamental, which align with the patient pathway; set within a broader context of clinical governance and legal, ethical and accountability issues (Table 1). They are also believed to represent those skills that are transferrable to other areas of Nursing.

Table 1: Eight fundamental (core) areas of the patient pathway and associated relevant elements appertaining to acute medicine

1	Patient assessment
2	Diagnostic procedures
3	Interpretation of test results
4	Team working
5	Principles of clinical governance
6	Legal and professional issues
7	Planning discharge
8	Communication and organisation

Note: The broad nature of acute medical conditions is such that the competency standards are not linked to individual competencies or tasks performed within AMUs. For example, performance of tasks such as ECG recording, arterial stab/interpretation, requesting chest X-rays, administration of oxygen therapy and recognition of sepsis can be located within other national competency documents for critical care and emergency care (British Thoracic Society, 2008; Dellinger et al, 2008). Moreover, these competencies have often been locally developed by Hospitals and Trusts to support development of nursing, in a general sense.

Specialist competencies have been developed to reflect the high volume patient condition groups assessed in and admitted to acute medical units. In addition, these competencies form links to determine the standards for safe care based upon national guidelines in this area (NICE, CG50, 2007). The areas we have concentrated on are:

1. Chest pain
2. Breathlessness
3. Gastro intestinal
4. Neurological
5. Older persons

Again, these can be used in conjunction with specialist nurse competencies and tasks/skill competencies; accepting that it is not possible to be a specialist in all of the conditions that patients present with in the AMU. We are attempting to demonstrate a level of concordance with specialist areas, not replace their specialist skills.

Core competency standards framework

This career framework will provide suggestions for evidencing and evaluation of competency within your local area (Table 2).

Table 2: Competency description used in specialist competencies

	Competency descriptors
1	Conducts systematic assessments of patients admitted as acute medical emergencies
2	Conducts and initiates appropriate diagnostic procedures
3	Interprets and responds appropriately to results from assessment and diagnostic investigations
4	Interacts effectively with and contributes to the working of a multi-disciplinary team
5	Applies a critical awareness of the principles of clinical governance
6	Applies a critical awareness of the ethical, legal and professional issues in relation to patients admitted as acute medical emergencies
7	Plans discharge effectively to facilitate throughput of patients
8	Displays effective communication and organisational skills to manage patient flow

Definition of competency

Competence is viewed holistically within the framework we are suggesting; it cannot always be observed collectively but rather inferred through competent performance of tasks; measurement of the underlying competencies requires the evaluation of constructs that underpin the accessible and quantifiable performed tasks. In the holistic approach, overall competence is assessed as more than the sum of individual competencies.

The NMC uses competence to describe “skills and ability to practise safely and effectively without the need for supervision” (NMC, 2009).

Lack of competence is a lack of knowledge, skill or judgement of such a nature that the nurse or midwife is unfit to practise safely and effectively in any field in which they claim to be qualified, or seek to practise.

Nurses or midwives who are competent and fit to practise should:

- have the skills, experience and qualifications relevant to the part of the register they have joined
- demonstrate a commitment to keeping those skills up to date
- deliver a service that is capable, safe, knowledgeable, understanding and completely focused on the needs of the people in their care. NMC (2010)

Organisation of the competencies

Each competency has been organised into achievement at three levels namely: Competent, Experienced and Senior. The terminology reflects the progression of nurses through their career – for example – Senior Nurse is used to represent a nurse of seniority with demonstrable expertise in their area. The aim is to accommodate progression within each competency. It is intended that assessment of competency takes two phases – self and formal assessment. Competencies are a framework – which can be adapted to suite local areas and which can be complimented with others. These represent core areas only.

Levels of competency

Three levels of competency have been selected in line with the KSF framework and are described below.

Level 1 - Competent Nurse

A registered nurse, new to the AMU, who is able to demonstrate the knowledge, skills and behaviour required to provide safe and effective care for a group of patients utilising local policy, standards, guidelines and protocols.

Level 2 – Experienced Nurse

A registered nurse who is able to co-ordinate comprehensive, safe and effective practice for groups of patients without the direct guidance of a more experienced nurse utilising local policy, standards, guidelines and protocols. At this level the nurse will demonstrate the ability to include teaching, mentoring, and appropriate delegation skills.

Level 3 – Senior Nurse

A senior registered nurse who is able to demonstrate the knowledge, skills and behaviour required to co-ordinate comprehensive, safe and effective practice for all groups of patients

utilising local and national policy, standards, guidelines and protocols. At this level it will include acting as a role model demonstrating best practice. It will also include leading the development, implementation and evaluation of best practice.

Assessment of competency

Reviews conclude that no 'gold standard' exists for measuring clinical competence. Reliability and validity of instruments are rarely addressed; most are not specific or sensitive enough and theoretical frameworks are rarely reported. Reviews indicate that: questions of subjectivity arise, whether competence is measured using instruments or by assessors making judgements, and may lead to biased assessments. Several general principles are listed below for guidance regarding how to make assessment work alongside this document;-

- Mentors need training to ensure competence as assessors and also need time to make and manage assessments or re-assessments of those staff they are responsible for.
- While OSCEs (objective structured clinical examinations) may meet criteria of reliability and validity, they are performed under artificial conditions and do not necessarily extrapolate to performance in clinical practice, for example; decision making under pressure, with situational variables.
- Portfolios can be used to encourage self-directed learning and reflection but concerns exist about their reliability and validity (McMullen et al, 2003). A structured method of reflection however is also advocated to ensure 'reflections transpire into associated actions'.
- Developments in assessment also include: 'critical companionship' as a method of developing and assessing nursing expertise; advocacy of combining self-report methods with other methods and recommendations that different approaches to assessment may be more appropriate for certain career stages than others (Merotojia, et al 2001).

We cannot recommend one method for assessing but suggest that a combination of the above; depending on the level of seniority are used. Most all we suggest that evidence is kept – which surprisingly is often the element that is missed.

Applications for use

We suggest that the applications for this career framework (document) outside of obvious assessment in practice and progression in acute medicine would be; to guide teaching (RCP, 2012), to frame appraisal, induction assessment, and performance assistance – for self-awareness of limitations.

Assessment

Conducts systematic assessments of patients admitted as medical emergencies to assist in diagnosis and formulation of a management plan.

Dates of Assessment

Competency level to be achieved Competent	Dates of Assessment				
	Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student ----- Assessor					
1. Demonstrates ability to perform an appropriate systematic assessment using basic assessment skills including use of Early Warning Score.					
2. Demonstrates an awareness of normal and abnormal findings.					
3. Uses clinical judgement to select a range of options for nursing care, seeking advice where appropriate.					
4. Evaluates effectiveness of care and modifies treatment plan as necessary, seeking advice where appropriate.					
5. Demonstrates effective communication with patients and relatives showing insight into the potential stress of an emergency admission.					
6. Is aware of the potentially differing needs of vulnerable adults' e.g. those with dementia, learning disability and seeks advice where necessary.					
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>					
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Overall Level Achieved <input type="checkbox"/></p> </div> <div style="width: 35%;"> <p><input type="checkbox"/> Signature of Assessor</p> <p><input type="checkbox"/> Signature of Practitioner</p> </div> </div>					

Assessment

Conducts systematic assessments of patients admitted as medical emergencies to assist in diagnosis and formulation of a management plan.

Dates of Assessment

Competency level to be achieved	Experienced	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Demonstrates ability to perform an appropriate systematic assessment for all types of patient presentation including the actual sick patient.						
2. Demonstrates knowledge of normal and abnormal findings in a range of different presentations.						
3. Uses clinical judgement to select a range of options for nursing care.						
4. Recognises signs of acute deterioration and takes appropriate remedial action						
5. Evaluates effectiveness of care and modifies treatment plan as necessary.						
6. Demonstrates effective communication with patients and relatives in a range of circumstances.						
7. Demonstrates knowledge of the potentially differing needs of vulnerable adults and applies appropriate assessment strategies.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Diagnostic Procedures

Conducts and initiates appropriate diagnostic procedures to assist in diagnosis and formulation of a management plan.

Dates of Assessment

Competency level to be achieved Competent	Dates of Assessment				
	Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student ----- Assessor					
1. Is able to outline the indications for basic laboratory investigations, plain films, ECG and VQ scan.					
2. Is competent in performing venapuncture, urine testing, and ECG recordings.					
3. Explains rationale and conduct of investigations to the patient including seeking informed consent.					
4. Displays effective communication with relatives where appropriate and other members of the multi-disciplinary team in relation to timely conduct of basic investigations and ensures follow-up of results.					

Notes on Achievement/Non Achievement and Further Action Planned

<p>Overall Level Achieved <input type="checkbox"/></p>	<p><input type="checkbox"/> Signature of Assessor</p> <p><input type="checkbox"/> Signature of Practitioner</p>
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Diagnostic Procedures

Conducts and initiates appropriate diagnostic procedures to assist in diagnosis and formulation of a management plan.

Dates of Assessment

Competency level to be achieved	Experienced	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Is able to outline the indications for all common investigations in the acute medical unit.						
2. Is competent in performing venapuncture, cannulation and ECG recording including interpretation of ECGs.						
3. Explains rationale e.g. in relation to all common investigations in the acute medical unit.						
4. Displays effective communication with relatives where appropriate and other members of the multidisciplinary team in relation to timely conduct of all common investigations and ensures follow-up of results.						

Notes on Achievement/Non Achievement and Further Action Planned

Notes on Achievement/Non Achievement and Further Action Planned

Overall Level Achieved <input type="checkbox"/>	<input type="checkbox"/> Signature of Assessor
	<input type="checkbox"/> Signature of Practitioner

Diagnostic Procedures

Conducts and initiates appropriate diagnostic procedures to assist in diagnosis and formulation of a management plan.

		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Competency level to be achieved	Senior					
Student						
Assessor						
1. Is able to outline the indications for all common and uncommon investigations in the acute medical unit.						
2. Is competent in assessing the need for and requesting plain films.						
3. Displays effective communication with relatives where appropriate and other members of the multi-disciplinary team in relation to timely conduct of all investigations and ensures follow-up of results.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Interpretation of Test Results

Interprets and responds appropriately to results from assessment and diagnostic investigations.

Competency level to be achieved Competent		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Interprets information from Early Warning Score and seeks urgent medical review appropriately.						
2. Interprets results of basic diagnostic tests and seeks medical review when necessary.						
3. Initiates appropriate re-assessment and evaluation of response to treatment seeking advice when necessary.						
4. Exercises effective clinical judgement and decision making within the context of their role recognising own limitations and when to request senior advice/help.						
5. Is aware of risks associated with basic diagnostic interventions and related treatment and ensures appropriate surveillance.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Interpretation of Test Results

Interprets and responds appropriately to results from assessment and diagnostic investigations.

Dates of Assessment

Competency level to be achieved	Experienced	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Interprets information from Early Warning Score and uses clinical judgement to determine further action and when to request medical review.						
2. Interprets results of common diagnostic tests and seeks medical review when necessary.						
3. Initiates appropriate re-assessment and evaluation of response to treatment referring appropriately to medical staff when necessary.						
4. Exercises effective clinical judgement and decision making within the context of their role recognising own limitations and when to call for medical help.						
5. Is aware of risks associated with common diagnostic interventions and related treatment and ensures appropriate surveillance.						

Notes on Achievement/Non Achievement and Further Action Planned

Overall Level Achieved

Signature of Assessor

Signature of Practitioner

Interpretation of Test Results

Interprets and responds appropriately to results from assessment and diagnostic investigations.

Competency level to be achieved Senior		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Monitors appropriate use of Earl Warning Score and nurses' response to this.						
2. Interprets results of diagnostic tests using own judgement to determine need for medical review and discharging patients according to pre-defined criteria.						
3. Initiates appropriate re-assessment and evaluation of response to treatment including escalation of treatment where necessary.						
4. Exercises effective clinical judgement and decision making in all situations working collaboratively with medical staff and other members of medical team.						
5. Is aware of risks associated with diagnostic tests and related treatment and ensures appropriate surveillance.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Team Working

Interacts with and contributes to the multi-disciplinary team working.

Dates of Assessment

Competency level to be achieved	Competent	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Is aware of the roles of different members of the medical team and utilises appropriate methods of referral.						
2. Is aware of the need to adopt a collaborative approach to other members of the multi-disciplinary team.						
3. Demonstrates the ability to communicate effectively with colleagues.						
4. Recognises the knowledge, skills and behaviour required to interact with other members of the multi-disciplinary team to enhance patient care.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Team Working

Interacts with and contributes to the multi-disciplinary team working.

Dates of Assessment

Competency level to be achieved	Experienced	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Initiates referral to other members of medical team providing appropriate information.						
2. Demonstrates a collaborative approach to other members of the multi-disciplinary team.						
3. Demonstrates the ability to communicate effectively with colleagues in a range of circumstances.						
4. Demonstrates the ability to use effective leadership skills to enhance patient care.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Team Working

Interacts with and contributes to the multi-disciplinary team working.

Competency level to be achieved Senior		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Actively seeks to provide a culture of effective multi-disciplinary team working.						
2. Demonstrates ability to recognise and manage challenging behaviour in members of the team.						
3. Demonstrates the ability to communicate effectively in complex and demanding circumstances.						
4. Demonstrates the use of advanced clinical judgement in interactions with members of the multi-disciplinary team and promotes excellent team working.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Clinical Governance

Applies the principles of clinical governance to clinical practice

Dates of Assessment

Competency level to be achieved Competent		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Demonstrates an awareness of the principles of clinical governance and takes individual responsibility to minimise patient risks.						
2. Demonstrates awareness of local standards to ensure safe standards of working practice.						
3. Maintains confidentiality of patient information at all times						
4. Demonstrates awareness of principles evidence based practice.						
5. Documents assessment, care and treatment in line with hospital standards and NMC guidance						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor				
		<input type="checkbox"/> Signature of Practitioner				

Clinical Governance

Applies the principles of clinical governance to clinical practice

Dates of Assessment

Competency level to be achieved	Experienced	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Applies the principles of clinical governance to clinical practice.						
2. Demonstrates knowledge of health and safety and promotes safe standards of working practice.						
3. Demonstrates and promotes evidence based care.						
4. Maintains patient confidentiality at all times and ensure MDT adherence to hospital policy						
4. Documents assessment, care and treatment in line with NMC standards and demonstrate high standards to other members of the team.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Clinical Governance

Applies the principles of clinical governance to clinical practice

Competency level to be achieved Senior		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Ensures all staff are familiar with principals of clinical governance.						
2. Promotes and audits health and safety to ensure safe standards of working practice.						
3. Promotes and audits evidence based care.						
Maintains confidentiality and ensure adherence across MDT and develops safe systems of practice with Governance Department						
4. Audits standards of documentation and focuses on achieving improved standards.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor				
		<input type="checkbox"/> Signature of Practitioner				

Ethical, legal and professional

Applies a critical awareness of the ethical, legal and professional issues in relation to patients admitted as acute medical emergencies.

		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Competency level to be achieved	Competent					
Student						
Assessor						
1. Demonstrates practice consistent with the NMC Code of Conduct.						
2. Demonstrates a caring and therapeutic relationship with patients.						
3. Takes account of the spiritual/cultural beliefs of patients.						
4. Identifies the importance of informed consent and confidentiality in relation to investigations/treatment.						
5. Demonstrates an understanding of potential legal and ethical issues.						
6. Manages written and verbal information regarding the patient in accordance with hospital policy and NMC guidelines.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/>	Signature of Assessor			
		<input type="checkbox"/>	Signature of Practitioner			

Ethical, legal and professional

Applies a critical awareness of the ethical, legal and professional issues in relation to patients admitted as acute emergencies.

Competency level to be achieved		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student	Experienced					
Assessor						
1. Demonstrates practice consistent with NMC Code of Conduct.						
2. Demonstrates a caring and therapeutic relationship with patients.						
3. Takes account of the spiritual/cultural beliefs of patients.						
4. Obtains informed consent prior to investigations/treatment where appropriate.						
5. Applies legal and ethical principles in a range of situations.						
6. Manages written and verbal information regarding the patient in accordance with hospital policy and NMC guidelines.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Ethical, legal and professional

Applies a critical awareness of the ethical, legal and professional issues in relation to patients admitted as acute emergencies.

Dates of Assessment

Competency level to be achieved	Senior	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Demonstrates practice consistent with NMC Code of Conduct.						
2. Promotes a culture of caring, patient focused care.						
3. Takes account of the spiritual/cultural beliefs of patients.						
4. Obtains informed consent prior to investigations/treatment where appropriate.						
5. Investigates any breaches of legal, professional or organisational requirements and takes necessary action.						
6. Audits communication systems to ensure appropriate.						

Notes on Achievement/Non Achievement and Further Action Planned

Overall Level Achieved

- Signature of Assessor
- Signature of Practitioner

Discharge planning

Plans discharge effectively to facilitate throughput of patients.

Competency level to be achieved		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Competent						
Student						
Assessor						
1. Demonstrates effective assessment of patients and knowledge of Hospital discharge policy.						
2. Interacts effectively with medical staff to proactively promote discharge.						
3. Demonstrates awareness of the role of other members of the multi-disciplinary team and refers appropriately.						
4. Actively involves patient and/or carer in discharge planning process.						
5. Identifies and documents concerns about discharge following assessment and liaises with other team members as necessary.						
6. Alerts members of the multi-disciplinary team to patients wishing to self-discharge.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Discharge planning

Plans discharge effectively to facilitate throughput of patients.

Competency level to be achieved		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student	Experienced					
----- Assessor						
1. Demonstrates effective assessment of patients and in depth knowledge and application of discharge policy.						
2. Participates in estimating lengths of stay and promotion of robust discharge plans in conjunction with medical and AHP staff.						
3. Uses clinical judgement regarding referral to other members of the multi-disciplinary team and interacts effectively to plan safe discharge.						
4. Actively involves and empowers patient and/or carer in discharge planning process.						
5. Identifies and documents concerns about discharge following assessment and institutes appropriate plan of action.						
6. Plan of Action – Assesses the patient for discharge using pre-defined criteria.						
7. Takes responsibility for implementing Policy for self-discharge for patients wishing to self-discharge.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/>	Signature of Assessor			
		<input type="checkbox"/>	Signature of Practitioner			

Discharge planning

Plans discharge effectively to facilitate throughput of patients.

Competency level to be achieved Senior		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Promotes review of discharge-planning process and policy to ensure effectiveness.						
2. Ensures implementation of estimated length of stay and development of robust discharge plans, monitoring variance to plan.						
3. Promotes a culture of multi-disciplinary team workings to ensure effective discharge planning.						
4. Develops and reviews patient clinical management plans based on full multi-disciplinary assessment.						
5. Reviews patient progress and adjusts the plan in response to assessment and test results.						
6. Demonstrates ability to make effective discharge decisions without direct reference to medical staff where appropriate.						
7. Effectively manages patients who wish to self-discharge to ensure multi-disciplinary team intervention and appropriate advice/follow up of patients to minimise associated risks.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Organisation and flow

Displays effective communication and organisational skills to manage patient flow.

Competency level to be achieved		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Competent						
Student						
Assessor						
1. Documents assessment, care and treatment in line with NMC standards.						
2. Demonstrates effective hand-over of information.						
3. Communicates effectively with other departments to maintain patient flow.						
4. Recognises and proactively participates in effective bed management as part of a team.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Organisation and flow

Displays effective communication and organisational skills to manage patient flow.

Competency level to be achieved		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Experienced						
Student						
Assessor						
1. Documents assessment, care and treatment in line with NMC standards.						
2. Demonstrates effective hand-over of information.						
3. Communicates effectively with other departments and teams to maintain patient flow.						
4. Recognises and proactively participates in effective bed management as part of a team responding decisively to ensure patient flow is maintained.						
5. Recognises and promotes the need for effective bed management and supports junior staff to achieve this.						
6. Assesses, delegates and monitors delegated workload appropriately.						
7. Promotes good working relationships with other departments and agencies.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Organisation and flow

Displays effective communication and organisational skills to manage patient flow.

		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Competency level to be achieved	Senior					
Student						
Assessor						
1. Documents assessment, care and treatment in line with NMC standards.						
2. Demonstrates effective hand-over of information, introducing and auditing new systems as appropriate.						
3. Communicates effectively with other departments to maintain patient flow and adopts appropriate responsive strategies to challenging situations.						
4. Makes independent decisions regarding appropriate management of the AMU to ensure patient flow is maintained based on patient volume, capacity and informs the MDT.						
5. Recognises and promotes the need for effective bed management and supports all staff across the MDT to achieve this.						
6. Assesses and delegates workload and monitors delegated workload appropriately.						
7. Promotes good working relationships with other departments and agencies.						
8. Promotes and implements lean principles of working.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved	<input type="checkbox"/>	<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Specialist Competency Standards

In addition to the fundamental competencies linked to the patient pathway in acute medicine, several specialist competencies have been developed. These areas have been selected to reflect the high volume of patients assessed or admitted to acute medical units with such problems and the management of these conditions in a systematic manner.

Chest pain

Breathlessness

Gastro intestinal bleeds

Neurological assessment

Older persons care.

These competencies are under development. Other condition groups need to be suggested which reflect the nature of top condition is acute medicine.

Chest pain

To assess the patient attending with chest pain, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help in formulating a management plan

Dates of Assessment

Competency level to be achieved	Competent	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Demonstrates ability to perform an accurate assessment of central and peripheral observations.						
2. Specifies common causes for patients attending with chest pain.						
3. Explains differences in type of chest pain.						
4. Specifies basic investigations.						
5. Is able to request and act on ECG findings.						
6. Demonstrates an awareness of normal and abnormal test results.						
7. Is able to know when to attach patient to cardiac monitor and recognises basic arrhythmias.						
8. Discusses commonly used drugs.						
9. Knows own limitations and when to call for senior help.						
10. Is clear in explanations to patients, relatives and carers to facilitate informed consent.						
11. Considers of patient autonomy.						
12. Exhibits timely assessment and treatment in acute phase.						
13. Recognises distress cause by chest pain and discuss with patient, carer.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved	<input type="checkbox"/>	<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Chest pain

Assesses the patient attending with chest pain, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help in formulating a management plan

Dates of Assessment

Competency level to be achieved	Experienced	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Demonstrates ability to perform an accurate assessment of central and peripheral observations and discusses in relation to A&P.						
2. Specifies less common causes for chest pain.						
3. Defines indications for specialist investigation.						
4. Performs and reads basic ECGs.						
5. Understands the significance of other test results.						
6. Is able to read cardiac monitor and act accordingly.						
7. Discusses commonly used drugs and their side effects.						
8. Knows own limitations and when to call for senior help.						
9. Is clear in explanations to patients, relatives and carers to facilitate informed consent.						
10. Considers of patient autonomy.						
11. Exhibits timely assessment utilising chest pain protocols or pathways and treatment for acute phase.						
12. Recognises distress caused by Chest pain and discusses with patient and/or carer.						
13. Conducts systematic review of patients seen by junior members of the team and takes appropriate action						

Notes on Achievement/Non Achievement and Further Action Planned

Overall Level Achieved

Signature of Assessor
Signature of Practitioner

Chest pain

Assesses the patient attending with chest pain, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help in formulating a management plan

Dates of Assessment

Competency level to be achieved Senior	Dates of Assessment				
	Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student ----- Assessor					
1. Demonstrates ability to perform an accurate assessment of central and peripheral observations including invasive monitoring.					
2. Outlines indications for VQ scan, Echo, Coronary angiography etc.					
3. Performs and interprets ECG. Refers and interprets other test results.					
4. Is able to liaise with senior staff / cardiology team as necessary.					
5. Discusses the effects of cardiac drugs.					
6. Knows own limitations and when to call for senior help.					
7. Is clear in explanations to patients, relatives and carers to facilitate informed consent.					
8. Considers patient autonomy.					
9. Exhibits timely assessment and treatment in acute phase.					
10. Recognises distress caused by Chest pain and discusses with patient, carer.					
11. Conducts a systematic review of patients seen by junior members of the team and teach					
11. Consults cardiology specialists as appropriate.					

Notes on Achievement/Non Achievement and Further Action Planned

Overall Level Achieved <input type="checkbox"/>	<input type="checkbox"/>	Signature of Assessor
	<input type="checkbox"/>	Signature of Practitioner

Breathlessness

To assess the patient attending with breathlessness, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help formulate a management plan

Competency level to be achieved Competent		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student	-----					
Assessor						
1. Demonstrates the ability to perform accurate observation of respiratory rate and rhythm.						
2. Specifies the common cardio-respiratory conditions which present with breathlessness.						
3. Specifies basic investigations and treatments.						
4. Is able to order initial investigations and demonstrate an awareness of normal and abnormal test results.						
5. Is able to initiate initial treatment in relation to diagnosis such as oxygen therapy.						
6. Is able to maintain clear airway.						
7. Discusses commonly used drugs.						
8. Knows own limitations and when to call for senior help.						
9. Is clear in explanations to patients, relatives and carers to facilitate informed consent.						
10. Considers patient dignity, autonomy.						
11. Exhibits timely assessment and treatment in acute phase.						
12. Recognises distress caused by breathlessness and acts as advocate discuss with patient, carer.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Breathlessness

To assess the patient attending with breathlessness, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help formulate a management plan

		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Competency level to be achieved	Experienced					
Student Assessor						
1. Demonstrates the ability to perform accurate observation of respiratory rate, rhythm and chest expansion.						
2. Identifies non cardio-respiratory factors which can contribute to or present with breathlessness.						
3. Defines basic path physiology of breathlessness.						
4. Defines indications for specialist investigation, instigates any specialist respiratory protocols.						
5. Is able to interpret investigations such as ABGs and understand the significance of other test results.						
6. Is able to set up equipment required i.e. CPAP, chest drain etc.						
7. Discusses commonly used drugs and their side effects.						
8. Knows own limitations and when to call for senior help.						
9. Is clear in explanations to patients, relatives and carers to facilitate informed consent.						
10. Considers patient autonomy and dignity.						
11. Exhibits timely assessment and treatment in acute phase.						
12. Recognises distress caused by breathlessness and acts as advocate and discusses with patient, carer.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/>	Signature of Assessor			
		<input type="checkbox"/>	Signature of Practitioner			

Breathlessness

To assess the patient attending with breathlessness, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help formulate a management plan

Dates of Assessment

Competency level to be achieved Senior	Dates of Assessment				
	Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student ----- Assessor					
1. Demonstrates the ability to perform accurate observation of respiratory rate, rhythm, chest expansion and use of accessory muscles.					
2. Demonstrates the ability to perform chest auscultation.					
3. Specifies less common cardio-respiratory causes of breathlessness.					
4. Outlines indications for CT chest, bronchoscopy, chest US, Echo and coronary angiographies.					
5. Is able to perform ABG, acts on results and refers and interprets other test results.					
6. Discusses the effects of respiratory drugs.					
7. Recognises indications for ventilatory supports and liaises with seniors/respiratory team.					
8. Knows own limitations and when to call for senior help.					
9. Is clear in explanations to patients, relatives and carers to facilitate informed consent.					
10. Considers patient autonomy.					
11. Exhibits timely assessment and treatment in acute phase.					
12. Recognises distress caused by breathlessness and discusses with patient, carer.					
13. Consults with respiratory specialists as appropriate.					
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>					
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Overall Level Achieved <input type="checkbox"/></p> </div> <div style="width: 35%;"> <p><input type="checkbox"/> Signature of Assessor</p> <p><input type="checkbox"/> Signature of Practitioner</p> </div> </div>					

Gastro Intestinal Conditions

To assess the patient attending with a gastro intestinal (GI) problem, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help formulate a management plan

Competency level to be achieved Competent		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student Assessor						
1. Identifies the common GI conditions which present and specifies basic investigations and treatments.						
2. Is able to order initial investigations and demonstrates an awareness of normal and abnormal test results.						
3. Is able to initiate initial treatment in relation to diagnosis such as blood loss if BP compromised, where to obtain emergency blood.						
4. Is able to maintain clear airway in emergency situation i.e. GI bleed.						
5. Discusses commonly used drugs.						
6. Describes basic anatomy and physiology in relation to GI conditions.						
7. No description ??						
8. Knows own limitations and when to call for senior help.						
9. Is clear in explanations to patients, relatives and carers to facilitate informed consent.						
10 Considers patient autonomy.						
11. Exhibits timely assessment and treatment in acute phase.						
12. Recognises distress caused by GI problems and discusses with patient, carer.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Gastro Intestinal Conditions

To assess the patient attending with a gastro intestinal (GI) problem, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help formulate a management plan

		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Competency level to be achieved	Experienced					
Student						
Assessor						
1. Identifies less common causes for GI admissions.						
2. Defines indications for specialist investigation.						
3. Describes anatomy and physiology in relation to GI conditions.						
4. Is able to interpret observations and investigations and the significance of test results.						
5. Recognises and assists with management of shocked patient.						
6. Is aware of potential equipment required i.e. sengstaken tube.						
7. Discusses commonly used drugs and their side effects.						
8. Knows own limitations and when to call for senior help.						
9. Is clear in explanations to patients, relatives and carers to facilitate informed consent.						
10 Considers patient autonomy and dignity.						
11. Exhibits timely assessment and treatment in acute phase supporting and teaching junior staff.						
12. Recognises distress caused by GI problems and discusses with patient, carer.						
13. Institutes a clinical management plan and continually reviews patient with MDT						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/>	Signature of Assessor			
		<input type="checkbox"/>	Signature of Practitioner			

Gastro Intestinal Conditions

To assess the patient attending with a gastro intestinal (GI) problem, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help formulate a management plan

Dates of Assessment

Competency level to be achieved	Dates of Assessment				
Senior Student					
----- Assessor	Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
1. Outlines indications for OGD, central line.					
2. Is able to perform ABG, to include lactate act on results and refer and interpret other test results.					
3. Recognises indications for immediate OGD and liaises with seniors /gastroenterology team.					
4. Diagnoses and manages the shocked patient.					
5. Recognises and assists with management of shocked patient.					
6. Discusses the need for and effects of PPI's.					
7. Discusses other drugs used in GI conditions and their side effects.					
8. Knows own limitations and when to call for senior help.					
9. Is clear in explanations to patients, relatives and carers to facilitate informed consent.					
10. Considers patient autonomy and dignity.					
11. Exhibits timely assessment and treatment in acute phase.					
12. Recognises distress caused by GI problems and acts as advocate discuss with patient, carer.					
13. Consults with gastroenterology specialists / department as appropriate.					
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>					
Overall Level Achieved <input type="checkbox"/>	<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Neurological Deficit

To assess the patient attending with a neurological problem, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help formulate a management plan.

Competency level to be achieved Competent		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student					
Assessor						
1. Demonstrates the ability to perform accurate neurological observations and recognise change in neurological status.						
2. Identifies the common neurological conditions which present and specifies basic investigations and treatments.						
3. Is able to order initial investigations and demonstrate an awareness of normal and abnormal test results.						
4. Is able to set up and assist with lumbar puncture.						
5. Discusses commonly used drugs						
6. Is able to maintain clear airway in emergency situation i.e. stroke.						
7. Discusses commonly used drugs.						
8. Knows own limitations and when to call for senior help.						
9. Is clear in explanations to patients, relatives and carers to facilitate informed consent.						
10. Considers patient autonomy and dignity.						
11. Exhibits timely assessment and treatment in acute phase.						
12. Recognises distress caused by Neurological problems acts as advocate and discusses with patient, carer.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>						Signature of Assessor
						Signature of Practitioner
						<input type="checkbox"/>

Neurological Deficit

To assess the patient attending with a neurological problem, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help formulate a management plan.

Dates of Assessment

Competency level to be achieved	Experienced	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Demonstrates the ability to perform and teach the Glasgow Coma Score.						
2. Recognises change in neurological status and is aware of further investigations.						
3. Identifies less common causes for neurological admissions.						
4. Defines indications for specialist investigation.						
5. Is able to set up, assist and discuss indications for a lumbar puncture.						
6. Defines basic anatomy and physiology in relation to neurological conditions.						
7. Discusses commonly used drugs and their side effects.						
8. Knows own limitations and when to call for senior help.						
9. Is clear in explanations to patients, relatives and carers to facilitate informed consent.						
10. Considers patient autonomy and dignity.						
11. Exhibits timely assessment and treatment in acute phase.						
12. Recognises distress caused by neurological problems and acts as advocate discusses with patient, carer.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Neurological Deficit

To assess the patient attending with a neurological problem, to ensure patient safety by performing initial investigations thus helping produce a valid and differential diagnosis, and help formulate a management plan.

Competency level to be achieved Senior	Dates of Assessment				
	Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student ----- Assessor					
1. Demonstrates the ability to understand cranial nerve abnormalities in the neurological patient including those with reduced GCS.					
2. Recognises change in neurological status and outlines indications for CT, MRI, EEG and lumbar puncture.					
3. Recognises indications for immediate CT and liaise with seniors / neurology team.					
4. Is able to discuss the indications for and implications of thrombolysis in acute stroke.					
5. Diagnoses and manages the shocked patient.					
6. Discusses the effects of neurological drugs.					
7. Data missing					
8. Consults with neurology specialists / department as appropriate.					
9. Knows own limitations and when to call for senior help.					
10. Is clear in explanations to patients, relatives and carers to facilitate informed consent.					
11. Considers patient autonomy.					
12. Exhibits timely assessment and treatment in acute phase.					
13. Recognises distress caused by neurological conditions and discusses with patient, carer.					
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>					
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div> Overall Level Achieved <input type="checkbox"/> </div> <div> <input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner </div> </div>					

Comprehensive assessment for older patients

Conducts comprehensive systematic assessments of older patients admitted as medical emergencies to assist in diagnosis and formulation of a management plan.

Dates of Assessment				

Competency level to be achieved	Competent	Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Student						
Assessor						
1. Demonstrates ability to perform an appropriate systematic basic assessment including use of screening tools;- specifically, falls assessment, cognitive impairment, tissue viability and continence						
2. Is able to discuss a basic understanding of the concepts; respect, dignity, person centred care and non-ageist strategies.						
3. Demonstrates an awareness of normal ageing related changes in relation to general principles (metabolism, absorption, distribution and system clearance).						
3a. Demonstrates an understanding of acute on chronic disease problems and addresses problems on a 'needs related' basis.						
4. Uses clinical judgement to select a range health and social care options to make appropriate referrals to members of the multi-disciplinary team, seeking advice where appropriate.						
5. Evaluates effectiveness of care and modifies treatment plan as necessary, seeking advice and expertise where appropriate.						
6. Demonstrates effective communication with patients, relatives, carers and advocates (to include Care Homes, GPs, Voluntary services).						
7. Demonstrates insight into sudden transitional states (end of life), working as a team member and seeking support as necessary.						
8. Is aware of the potentially differing needs of vulnerable adults' e.g. those living alone with little social support networks, and seeks advice where necessary.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

Comprehensive assessment for older patients

Conducts comprehensive systematic assessments of older patients admitted as medical emergencies to assist in diagnosis and formulation of a management plan.

		Dates of Assessment				
		Self Ass.	Initial Ass.	1 st Int.	2 nd Int.	Final Ass.
Competency level to be achieved	Experienced					
Student						
Assessor						
1. Demonstrates ability to perform an appropriate comprehensive, systematic assessment for all types of presentations, including the use of selected screening tools to enhance the process.						
2. Demonstrates the ability to carry out person-centred care integrating, respect and dignity in relation to caring for an older person needs.						
3. Demonstrates knowledge of normal and abnormal ageing process related findings in a range of different presentations.						
3a. Demonstrates understanding of acute on chronic disease problems and uses appropriate strategies to ensure effective care.						
4. Uses clinical judgement to select a range health and social care options to make appropriate referrals to members of the multi-disciplinary team and to follow-up (progress chase).						
5. Evaluates effectiveness of care and modifies treatment plan as necessary, informing the MDT as necessary.						
6. Demonstrates effective and timely communication with patients, relatives, carers and advocates (including Care Homes, GPs, Voluntary services) across a range of different circumstances.						
7. Anticipates and responds compassionately to sudden transition situations where end-of-life is expected, working collaboratively and effectively.						
8. Demonstrates knowledge of the potentially differing needs of vulnerable adults and applies appropriate assessment and/or preventative strategies.						
<u>Notes on Achievement/Non Achievement and Further Action Planned</u>						
Overall Level Achieved <input type="checkbox"/>		<input type="checkbox"/> Signature of Assessor <input type="checkbox"/> Signature of Practitioner				

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