



The FFEN Qualification: Agored Cymru Level 8 Diploma in Emergency Nursing (Member Level of Faculty of Emergency Nursing is currently being developed from these Competencies.

These are the Fellow level Competencies (FFEN) and provide the following nine discreet units:

1. Core – the numbering system for all the subsequent competency sets reflects the numbers of the core Competencies
2. Adult
3. Older adult
4. Children and Young People
5. Psychological care
6. Pre-hospital care
7. Major incident
8. Minor injuries
9. Major trauma

Each unit is divided into 4 sections:

1. Knowledge – applicants must show what they know
2. Intervention – applicants must show what they can do
3. Patient management – applicants must show how they can apply their knowledge and skills to patient care
4. Management of self and others – applicants must show how they manage their own workload and manage their relationships other staff



Core Competencies Section 1: Knowledge

Competency number	Competency	Learning outcome
1.1.1 Anatomy & physiology	Apply advanced knowledge of pathophysiology to differentiate disease processes.	Synthesize available research to identify different disease processes, contributing to the evidence base for diagnosis and treatment.
1.1.2 Anatomy & physiology	Apply extensive knowledge of anatomy, physiology and psychology to differentiate a wide range of patient presentations with complex care needs, to determine the appropriate diagnosis.	Integrate advancements of knowledge in anatomy, physiology and psychology into your approach to diagnosing a wide range of patients with complex care needs, and to making appropriate diagnoses.
1.2.1 Clinical Assessment	Critically appraise existing tools, or design new tools, to enable a comprehensive, systematic and accurate assessment of the physical, psychological, social and spiritual needs of a patient in an emergency situation.	Critically appraise existing tools, or design new tools, to enable a comprehensive, systematic and accurate assessment of the physical, psychological, social and spiritual needs of a patient in an emergency situation.
1.2.2 Assessment frameworks	Lead in developing or refining structured approaches to clinical assessment.	Demonstrate leadership in developing or refining clinical assessments using structured approaches.
1.2.3 Assessment frameworks	Determine effectiveness of clinical outcomes and action plans when using structured approach to patient assessment	Develop reports which critically appraise patient care outcomes using structured approaches. Develop and implement effective action plans to resolve identified patient care issues and undertake an appropriate risk assessment
1.3.1 Prioritising care	Develop usable new approaches to prioritising patient care which contribute to the body of knowledge about emergency care delivery	Contribute to the evidence base of knowledge about the principles and practices of prioritisation
1.4.1 Critical illness or injury	Develop or refine approaches to identifying critically ill patients, and apply these effectively in practice	Apply and evaluate the current evidence base on the assessment of critically ill patients. Contribute to the evidence base on critically ill assessment techniques
1.5.1 Emotional & psychological reactions	Appraise the effectiveness of approaches to meeting psychological and emotional needs of patients (and their carers) who present with sudden or acute exacerbation of illness or injury or identify new approaches	Evaluate the effectiveness of current policies and practices on meeting psychological and emotional needs of patients (or their carers) with sudden or acute exacerbated illness or injury. Contribute to the design of policies and practices for the psychological and emotional care needs of patients or their carers presenting with sudden illness or injury
1.6.1	Critically appraise the impact of the range of available pharmacology appropriate to a patient's problem	Differentiate the range and impact of available pharmacology appropriate to the individual patient

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Pharmacology & medicines management		
1.7.1 Care needs	Challenge current approaches to recognising patterns of illness and injury in patients with complex care needs, proposing and designing new methods	Evaluate the evidence base which underpins the assessment of patients' complex care needs, advising on innovative approaches to advance care
1.8.1 Monitoring equipment	Contribute to the ongoing audit and procurement of monitoring equipment	Evaluate current data on monitoring equipment and advise employers and manufacturers on suitability and development needs in relation to clinical governance and risk management
1.9.1 Personal influences on care	Identify different care approaches that take account of social, spiritual, and cultural influences on patients, or design new ones. Contribute to the development of a new evidence base for interventions	Identify or develop the evidence base that underpins new approaches to holistic care and demonstrate the ability to identify areas for research in emergency practice. Disseminate evidence to inform best practice
1.10.1 External influences on care	Identify a variety of care delivery approaches that take into account legal, professional, political and economic influences, or design new ones. Contribute to the development of a new evidence base	Identify or develop the evidence base that underpins new approaches to holistic care and demonstrate the ability to identify and undertake research in emergency practice
1.11.1 Standards & guidance	Challenge standards and guidelines provided by national, professional and governing bodies (e.g. NMC or equivalent, NIHC, DH etc.) in relation to current practice and contribute to the development of new standards and practice guidance	Evaluate the evidence base underpinning guidance provided by national, professional and governing bodies (e.g. NMC or equivalent, NICE, DH etc.) Identify new sources of evidence and advance their further development
1.12.1 Legal & ethical principles	Design new practice using legal and ethical principles of equality, diversity, consent, capacity and human rights and share the new developments in a wider emergency care arena	Integrate legal and ethical principles into emergency practice, using issues of quality of care, diversity, consent, capacity and human rights in designing innovative practice sharing this new practice with the emergency care community
1.13.1 Risk assessment	Evaluate the effectiveness of clinical governance and risk management strategies on health and safety in emergency care settings	Contribute to the development of clinical governance and clinical risk strategies in emergency care settings
1.14.1 Procedural frameworks	Develop and monitor care planning initiatives in accordance with national protocols	Demonstrate expertise in developing and monitoring care planning, practice and procedural frameworks



1.15.1 Accountability	Determine the implications of being responsible for yourself, others and the service	Identify the relevance and impact of accountability for professional practice for yourself, others and the service advise on appropriate actions to establish an effective governance framework for safe and effective practice
1.16.1 Leadership	Determine the implications of leadership and negotiation in influencing and delegating patient care to others as appropriate	Evaluate the evidence base for leadership and negotiation which will influence patient care or delegation of this to appropriate colleagues

Core Competencies Section 2: Nursing interventions

Competency number	Competency	Learning outcome
2.1.1 Assessment	Leads the team in decision-making about prioritising patients with complex care needs	Demonstrate expert practice in prioritising patients with complex care needs
2.1.2 Assessment	Provide an expert function in supervising others in care delivery	Demonstrate expertise in supervising others during care delivery
2.2.1 Observation & Evaluation	Advise and lead in undertaking evaluations of patients with undifferentiated, undiagnosed problems and inconsistent signs and symptoms	Demonstrate expert practice in evaluating patients who have undifferentiated, undiagnosed problems and inconsistent and variable signs and symptoms
2.2.2 Observation & Evaluation	Apply expert practice supervising others and their evaluation of patients with inconsistent signs and symptoms	Demonstrate expertise in leadership and supervision of others during their evaluation of patients with inconsistent signs and symptoms
2.2.3 Observation & Evaluation	Determine the effectiveness of evaluations of patients with inconsistent signs and symptoms	Undertake audit and develop action plans or research and develop an evidence base for evaluating patients with inconsistent signs and symptoms
2.3.1 Critical situations	Appraise different interventions for patients in critical and/or life threatening situations, and appropriately apply them	Demonstrate expert practice in determining appropriate multi-disciplinary interventions for patients in acute, critical or life-threatening situations at regional and national level
2.4.1 Therapeutic interventions	Determine appropriate use of interventions in a range of situations for patients presenting with complex care needs	Lead the multi-professional team in delivering appropriate interventions for patients with complex care needs
2.6.1 Pain assessment	Provide consultancy on managing pain in patients with complex care needs	Demonstrate expertise in pain management for patients with complex care needs

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2.6.2 Pain relief	If applicable, initiate pain relief, using nationally accepted independent prescribing policies and protocols	Apply the knowledge and skills underpinning independent prescribing
2.7.1 Psychological impact	Ensure the application of appropriate psychological assessments relevant to the condition of the patient and their family/carers and the use of appropriate interventions	Demonstrate selection of the most appropriate of the available tools for assessing the psychological condition of a patient and their family/carers. Supervise others providing, evaluating and planning psychological care
2.8.1 Health promotion	Appraise health promotion strategies and integrate them into emergency care delivery	Demonstrate emergency care delivery that is underpinned by health promotion strategies
2.8.2 Health promotion	Lead the development of emergency care that is underpinned by national health promotion strategies in the wider emergency care arena	Establish new emergency care practices which are underpinned by health promotion strategies in the wider arena of emergency care
2.9.1 Conflict resolution	Ensure appropriate risk management strategies are in place for managing violence and aggression and protecting patient and staff dignity	Demonstrate involvement in determining risk, evaluating the effectiveness of and developing realistic strategies for managing violent and aggressive incidents in the workplace and protecting patient and staff dignity

Core Competencies Section 3: Patient management

Competency number	Competency	Learning outcome
3.1.1 Care delivery	Appraise the evidence base for the formation and delivery of care, taking into account patients' age, gender, ethnicity, culture, values and spiritual beliefs	Demonstrate delivery of appropriate care for patients, taking into account their age, gender, ethnicity, culture, values and spiritual beliefs
3.1.2 Care delivery	Appraise the evidence base for delivery of emergency care, drawing on a wide range of data, including influential guidelines and legal principles and integrate findings into care design	Demonstrate appraisal of patient care, and lead integration of a wide range of evidence into developing new practice and ways of working to meet the needs of vulnerable patients in the emergency care setting
3.1.3 Care delivery	Modify the boundaries of practice by making properly considered decisions and safely working beyond the scope of conventional practice	Make properly considered decisions and push the boundaries of practice by working safely beyond the scope of conventional practice
3.2.1 Care delivery to vulnerable patients	Appraise the evidence base on the care of vulnerable patients and use these appropriately in care delivery	Demonstrate expert practice in delivering appropriate care for vulnerable patients, within the context of an appropriate safeguarding risk management strategy

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3.2.2 Care delivery to vulnerable patients	Appraise the evidence on emergency care of vulnerable patients, drawing on a wide range of data including influential safeguarding guidelines and legal principles and integrate findings into care design	Appraise care for vulnerable patients and lead integration of a wide range of evidence into developing new practice or ways of working to safeguard vulnerable patients' needs in the emergency care setting
3.2.3 Care delivery to vulnerable patients	Lead the development of inter-professional, inter-agency working to facilitate care pathways for vulnerable patients	Show leadership in facilitating care pathways between primary, secondary and social care for vulnerable patients
3.3.1 Communication with patients	Rapidly form therapeutic relationships with patients and carers who are experiencing emotional distress, and be able to explain what is happening in a way they can understand	Demonstrate the rapid formation of therapeutic relationships with patients and carers who are experiencing emotional distress
3.3.2 Communication with colleagues	Utilise expertise in negotiating patient pathways with the multi-professional, multi-agency teams by leading pathway development across the primary, secondary and social care boundaries	Demonstrate a leadership role in developing patient care pathways across the boundaries of primary, secondary and social care, helped by using principles of patient involvement
3.3.3 Communication with wider healthcare team	Work with the employer and other agencies to develop strategies for effective care of patients with communication difficulties	Substantiate the development of effective communication strategies for patients who have difficulty communicating, involving employer and other agencies
3.4.1 Equity & dignity	Develop strategies for providing an environment which treats all patients and staff with equity and dignity	Critically analyse service provision to ensure equity and dignity for all patients and staff. Develop effective care pathways that are underpinned by the principles of equity and dignity for all patients
3.5.1 Consent & advocacy	Provide an expert function in determining patients' capacity and rationalising consent in relation to working 'in the best interest' of the patient	Demonstrate decision-making processes, establishing consent and delivering care when working 'in the best interest' of the patient. Respond to patients' opinions when determining effective new ways of working or implementing new practices
3.5.2 Consent & advocacy	Lead the development of emergency care guidelines that are clearly underpinned by sound legal and ethical principles	Develop patient care guidelines that are clearly underpinned by sound legal and ethical principles
3.6.1 Emotional resilience	Evaluate helping and coping strategies provided to patients, families and carers during critical events	Evaluate the helping and coping strategies provided to patients, families and carers during critical events
3.6.2	Guide and assist other health care professionals in the provision of helping	Assist other health care professionals to provide helping and coping strategies to

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Emotional resilience	and coping strategies for patients and families during critical events	patients and families during critical events
3.7.1 Patient empowerment	Ensure that developments in patient care are underpinned by the principles of support and empowerment	Demonstrate an active role in ensuring that patient care developments are underpinned by principles of support and empowerment
3.7.2 Patient empowerment	Evaluate available resources to ensure patients are enabled to make informed decisions	Critically evaluate resources available to ensure patients are enabled to make informed decisions
3.8.1 Managing loss & bereavement	Develop and/or evaluate the effectiveness of methods used to manage relatives and friends who are experiencing loss and sudden bereavement	Critically analyse current practice against best practice guidelines on the management of relatives and friends experiencing loss and sudden bereavement
3.9.1 Prioritisation	Rationalise the choices made when prioritising care for individuals, groups of patients and the service	Debate the available choices when prioritising care for individuals, groups of patients and the service
3.10.1 Documentation	Lead the development of multi-professional patient care pathways	Demonstrate multi-professional development of evidence-based patient care pathways.
3.10.2 Documentation	Develop documentation systems which meet clinical and legal requirements. Ensure utilisation of documentation systems which meet legal and clinical requirements	Demonstrate the development and utilisation of documentation systems which meet clinical and legal requirements
3.12.1 Multi-professional team working	Develop effective multi-professional team working	Critically analyse the working practices of the multi-professional team and develop new ways of working. Act in a supportive, motivational and consultancy role to the multi-professional team. Create and sustain support mechanisms within the emergency setting and empower junior members of the multi-professional team
3.12.2 Multi-professional team working	Supervise and facilitate team leader's learning in an emergency situation	Supervise and facilitate emergency situations
3.12.3 Multi-professional team working	Initiate crisis intervention and evaluate each intervention	Discuss strategies for identifying crises and initiating and evaluating crisis intervention

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3.12.4 Multi-professional team working	Coordinate and manage an emergency department effectively on a day-to-day basis.	Describe how effective coordination and management of the emergency service impacts on service delivery on a day-to-day basis
3.12.5 Multi-professional team working	Apply clinical management expertise to patients attending the emergency setting	Describe principles of managing patients attending the emergency setting
3.13.1 Inter-agency working	Maximise intermediate and social care opportunities, working inter-professionally and inter-agency to develop care pathways which reduce admission and ensure safe discharge of patients	Demonstrate inter-professional and inter-agency working in developing care pathways, underpinned by an evidence base, to reduce admission and ensure safe discharge of patients
3.14.1 Clinical governance and care delivery	Lead audit and / or research, evaluation of findings and implement changes to practise arising from an action plan	Demonstrate effective change management as a direct result of audit and / or research findings.
3.15.1 Risk assessment	Participate in developing risk management policy for the emergency service	Undertake risk assessment, act on findings and develop risk management policy
3.16.1 Policy & practice development	Innovate in emergency care delivery	Demonstrate innovative ways of delivering care across the emergency service
3.16.2 Policy & practice development	Critically review government emergency care expectations and the local strategies to meet them	Stimulate discussion and critical review of government emergency care expectations and the strategies in place to meet them locally
3.17.1 Lead emergency care	Lead in emergency developments on a regional or national basis	Lead projects which facilitate the development of emergency practice in the wider emergency care arena

Core Competencies Section 4: Management of self and others

Competency number	Competency	Learning outcome
4.1.1 Reflective practice	Reflect in and on practice, explaining use of intuition	Demonstrate reflective, intuitive practice
4.2.1 Portfolio	Reflect on care delivery, developing a progressive portfolio of evidence that depicts expert practice in emergency care	Record progressive practice in a professional portfolio of evidence that demonstrates an expert practice function in emergency care

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4.3.1 Personal development	Identify own learning needs, designing personal development and action plans to address specific areas of development	Produce personal development plans showing progressive achievement of set targets in an action plan
4.4.1 Education and preceptorship	Exercise the educational knowledge and skills to support the design and implementation of an effective learning environment and take a leading role in the development of a learning environment	Integrate educational principles into the emergency care environment Analyse the effectiveness of the emergency care environment to identify learning opportunities for staff and act as an educational resource for staff
4.4.2 Education and preceptorship	Critically analyse evidence and anticipate the direction in which emergency care will progress Facilitate future development and refinement of emergency care Competencies in the wider emergency care arena	Anticipate the future direction of emergency care in developing and refining established Competencies in the wider emergency care arena
4.5.1 Mentorship	Assist others in developing personal development plans, designing and achieving action plans and providing career advice	Show you can supervise, facilitate and mentor others, establishing personal development plans, designing and achieving action plans and providing career advice
4.5.2 Mentorship	Mark Faculty of Emergency Nursing portfolios and accredit their practice	Evaluate emergency care practice and accreditation for the Faculty of Emergency Nursing
4.6.1 Emotional resilience	Develop systems to enable yourself and others to deal with competing demands in a rapidly changing environment	Demonstrate the development of systems which enable yourself and others deal with competing demands in a rapidly changing environment Demonstrate effective coping skills in responding to competing demands
4.7.1 Stress	Ensure best practice is utilised in identifying and managing the effects of stress on yourself and others Develop systems to identify and manage stress within the workplace	Identify and manage the effects of stress on yourself and others
4.7.2 Stress	Ensure best practice is utilised in identifying and managing conflict in the workplace Develop effective systems for identifying and managing conflict	Identify and manage conflict in the workplace.
4.7.3 Stress	Critically analyse the potential for the detrimental impact of the emergency environment on staff and patients	Identify appropriate evidence-based practice to develop the strategic approach to emotional risk management and support for staff and patients

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	<p>Lead development of a supportive environment where emotional challenges can be explored and managed</p> <p>Contribute to the strategic planning of emotional risk management</p>	
4.8.1 Workload & care organisation	Demonstrate expertise in organisational skills	Demonstrate expertise in organising own and others' work
4.9.1 Leadership and development	Critically analyse the effect of leadership and negotiation on patient care and the development of yourself and other staff.	Evaluate the effectiveness of leadership and negotiation skills on patient care, and on developing yourself and other staff
4.10.1 Role Modelling	Act as a role model and resource to other members of the multi-professional team in the emergency care setting, employing organisation, regionally or nationally	Demonstrate evidence of being a role model and providing advice to others in the emergency care setting, in the employing organisation, and at regional or national level



Adult Competencies Section 1: Knowledge

Competency number	Competency	Learning outcome
1.6.1 Pharmacology & medicines management	Critically appraise the impact of the range of available pharmacology including pharmacodynamics and pharmacokinetics, appropriate to working aged adults	Differentiate the range and impact of available or prescribed medicines appropriate to individual patients of working age

Adult Competencies Section 2: Nursing interventions

Competency number	Competency	Learning outcome
2.6.1 Pain assessment	Provides expert consultancy on managing pain in patients with complex care needs	Demonstrate expertise in advising on managing pain in adults with complex care needs
2.6.2 Pain management	Demonstrate flexibility and innovation in relieving pain in a variety of situations, including patients with complex care needs	Apply knowledge, skill and expertise of pharmacological and non-pharmacological pain relief options to prescribe or administer appropriate analgesia to adult patients with complex needs.

Adult Competencies Section 3: Patient management

Competency number	Competency	Learning outcome
3.1.2 Care delivery	Appraise the evidence base for delivery of emergency care, drawing on a wide range of data, including influential guidelines and legal principles, and integrate findings into care design	Demonstrate appraisal of patient care and lead in integrating a wide range of evidence into developing new practice and ways of working to meet the needs of vulnerable adult patients in the acute care setting
3.2.1 Care delivery to vulnerable patients	Appraise the evidence base for safeguarding of adults with care and support needs and those living in abusive relationships and use these appropriately in care delivery	Demonstrate expert practice in delivering appropriate care for adults with care and support needs and those living in abusive relationships, within the context of an appropriate safeguarding risk management strategy
3.2.2 Care delivery to vulnerable patients	Appraise the evidence on emergency care of adults with care and support needs and those living in abusive relationships, drawing on a wide range of data including influential safeguarding guidelines and legal principles and integrate findings into care design	Demonstrate appraisal of care for adults with care and support needs and those living in abusive relationships and lead in integrating a wide range of evidence into developing new safeguarding practice or ways of working to meet vulnerable patients' needs in the emergency care setting



3.2.3 Care delivery to vulnerable patients	Lead in the development of inter-professional, inter-agency safeguarding to facilitate care pathways for adults with care and support needs and those living in abusive relationships	Show leadership in facilitating care pathways between primary, secondary and social care to safeguard adults with care and support needs, those living in abusive relationships and frequent attenders
3.5.1 Consent and advocacy	Provide an expert function in determining patients' capacity and rationalising consent in relation to working 'in the best interest' of the patient of working age	Demonstrate expertise in decision-making processes, establishing consent and delivering care when working 'in the best interest' of the working age adult patient. Demonstrate the ability to respond to patients' opinions when determining effective new ways of working or implementing new practices
3.6.1 Coping strategies	Utilise expertise in evaluating the helping and coping strategies provided to adult patients, families and carers during critical events	Demonstrates expertise in evaluating the helping and coping strategies provided to working age adult patients, their families and carers during critical events
3.8.1 Managing loss and bereavement	Develop and/or evaluate the effectiveness of methods used to manage relatives and friends who are experiencing loss and sudden bereavement of a working age adult	Critically analyse current practice against best practice guidelines on the management of relatives and friends experiencing loss and sudden bereavement of a working age adult

Older Adult Competencies Section 1: Knowledge

Competency number	Competency	Learning outcome
1.1.1 Anatomy & physiology	Apply advanced knowledge of pathophysiology to differentiate disease processes in the older person	Synthesize available research to identify different disease processes contributing to the evidence base for diagnosis and treatment in older persons.
1.1.2 Anatomy & physiology	Apply extensive knowledge of anatomy, physiology and psychology to differentiate a wide range of older patient presentations with complex care needs, to determine the appropriate diagnosis	Integrate advancements of knowledge in anatomy, physiology and psychology in approaches to diagnosis of a wide range of patients with complex care needs and make appropriate patient diagnosis. In relation to the older person Demonstrates a contribution to the advancement of knowledge base
1.3.1 Prioritising care	Construct new approaches to prioritising older adult care which contribute to the body of knowledge about emergency care delivery	Contribute to the construction of the wider evidence base knowledge of the principles of prioritisation in the older person Contribute to the wider body of knowledge of emergency nursing in relation to prioritisation.



1.4.1 Critical illness or injury	Refine current approaches to the assessment of the critically ill older person in the emergency department	Apply and evaluate the current evidence base related to the assessment of the critically ill older patient
1.5.1 Emotional & psychological reactions	Critically appraise the effectiveness of approaches to meeting psychological and emotional needs of older patients (and their carers) who present with sudden & exacerbation of illness or injury or identify new approaches	Evaluate the effectiveness of current policies and practices relating to the psychological and emotional care needs of older patients presenting with sudden illness or injury Contribute to the design of policies and practices relating to the psychological and emotional care needs of older patients presenting with sudden illness or injury
1.11.1 Standards and guidance	Challenge standards and guidelines provided by employers and relevant governing bodies (e.g NMC or equivalent, NICE, DH etc.) in relation to current practice for the older person in the emergency setting and contribute to the development of new standards and practice guidance	Challenge assumptions surrounding ethical and legal issues relating to the emergency care of the older person Demonstrate the ability to identify and undertake and evaluate research and evidence in nursing practice for the older person in emergency care.

Older Adult Competencies Section 2: Interventions

Competency number	Competency	Learning outcome
2.1.1 Assessment	Lead decision-making about prioritising older patients with complex care needs	Demonstrate expert practice in determining appropriate intervention for older person in acute, crisis or life-threatening situations
2.2.1 Observation and evaluation	Advise and lead evaluations of older patients with undifferentiated, undiagnosed problems, inconsistent signs and symptoms	Demonstrate expert practice in evaluating older patients who present with a) undifferentiated, undiagnosed problems and b) inconsistent and variable signs and symptoms
2.3.1 Critical situations	Appraise different interventions for older patients in critical and/or life threatening situations, and appropriately apply them	Demonstrate expert practice in determining appropriate intervention for patients in acute, crisis or life-threatening situations
2.6.2 Pain relief	Provide expert consultancy on managing pain in older patients with complex care needs	Demonstrate expertise in pain management for older patients with complex care needs



Older Adult Competencies Section 3: Patient management

Competency number	Competency	Learning outcome
3.1.1 Care delivery	Appraise the evidence base for the formation and delivery of care for the older person, taking into account patients' age, gender, ethnicity, culture, values and spiritual beliefs	Demonstrate expert practice in delivering appropriate care for older patients taking into account the age, gender, ethnicity, culture, values and spiritual beliefs of the patient
3.1.2 Care delivery	Appraise the evidence base on delivery of emergency care, drawing on a wide range of data, including influential guidelines and legal principles in relation to the care of the older person and integrate into care design	Appraise care and lead integration of a wide range of evidence into developing new practice or ways of working to meet the needs of the vulnerable older person in the emergency care setting.
3.2.1 Care delivery to vulnerable patients	Appraise the evidence base for care of the older vulnerable patient and use these appropriately in care delivery	Demonstrate expert practice in delivering appropriate care for older patients who are vulnerable within the context of an appropriate safeguarding risk management strategy
3.3.1 Communication	Rapidly form therapeutic relationships with older patients and carers who are experiencing emotional distress and explain what is happening in a way they can understand.	Demonstrate the formation of rapidly developing therapeutic relationships with older patients and carers experiencing emotional distress.
3.5.1 Consent & advocacy	Implement strategies to enable staff to facilitate consent and/or establish patient wishes and to facilitate other options when an older person with capacity declines treatment and/or care offered.	Demonstrate expertise in decision-making processes, establishing consent and delivering care in when working 'in the best interest' of the older patient. Demonstrate ability to respond to patient opinion when determining effective new ways of working or implementing new practices.
3.13.1 Inter-agency working	Analyse complaints relating to the care of the older person and maximise intermediate and social care opportunities, working inter-professionally and inter-agency to develop care pathways which reduce admission and ensure safe discharge of patients	Demonstrate effective inter-professional and interagency working in the development of care pathways, underpinned by clinical evidence base and national guidance to match demand of the local needs of the elderly person



Child and Younger Person Competencies Section 1: Knowledge

Competency number	Competency	Learning outcome
1.1.1 Anatomy & physiology	<p>Integrate knowledge of the physiological implications of the more common congenital disorders Including:</p> <ul style="list-style-type: none"> • Down’s Syndrome • Cerebral Palsy <p>to identify care priorities for patients, parents and carers</p>	<p>Appraise previous knowledge of the physiological implications of the more common congenital disorders applying this to identify the care requirements of patients, parents and carers.</p>
1.2.1 Clinical assessment	<p>Integrate a detailed knowledge of injury and illness presentations to clinical assessment.</p> <p>Formulate a differential diagnosis and use deductive reasoning to establish a working diagnosis with children.</p>	<p>Synthesise previous knowledge of injury and illness presentations and differing diagnoses and apply this to clinical assessment of children and young people.</p> <p>Use a process of deductive reasoning to findings of patient assessment and known pathophysiology predicting the potential diagnoses for the patient.</p>
1.5.1 Emotional & psychological reactions	<p>Critique the complexities of psychological well-being in adolescence and the influences of social/family situation, education, drugs (including alcohol), sexuality and peer pressure and use these to identify patient and parent priorities.</p>	<p>Synthesise the principles of the psychological well-being in adolescence and the influences of social/family situation, education, drugs (including alcohol), sexuality and peer pressure on the child or young person to identify care priorities for these patients and their parents/carers.</p>
1.6.1 Pharmacology & medicines management	<p>Develop and monitor prescribing initiatives in line with national policy.</p> <p>Critically appraise the impact of the range of available pharmacology to children and young people.</p>	<p>Synthesise and interpret national prescribing initiatives for use within the emergency setting.</p> <p>Differentiate the range and impact of available pharmacology to individual children and young people.</p>
1.9.1 Standards & guidance	<p>Influence organisational change to ensure national standards and guidance related to children and young people are achieved in the emergency setting.</p>	<p>Apply leadership and influencing skills and behaviours within own organisation to implement national standards in the emergency care of children and young people</p>



Child and Younger Person Competencies Section 2: Interventions

Competency number	Competency	Learning outcome
2.2.1 Observation & evaluation	Perform a full examination of all body systems and document findings	Identify and select a systematic approach to patient examination Undertake a systematic examination of children, documenting these findings appropriately.
2.4.1 Therapeutic interventions	Autonomously care for children with undifferentiated and undiagnosed problems from initial presentation to discharge or referral.	Independently undertake a systematic approach to the assessment, diagnosis, management and discharge of children and young people.
2.6.1 Pain assessment	Provide expert consultancy on managing pain in patients with complex care needs, including frequent attenders	Demonstrate expertise in advising on managing pain in children and young people with complex care needs, including frequent attenders.
2.6.2 Pain management	Demonstrate flexibility and innovation in relieving pain in a variety of situations, including frequent attenders	Apply knowledge, skill and expertise of pharmacological and non-pharmacological pain relief options to children and young people with complex needs.
2.7.1 Psychological impact	Determine and initiate appropriate interventions for children with mental health problems.	Analyse possible interventions for children with mental health problems selecting appropriate interventions in a given situation.
2.8.1 Health promotion	Lead health promotion initiatives for children and their families in the emergency setting.	Interpret, construct and apply a systematic approach to health promotion for children and their families in emergency care
2.8.2 Health promotion	Ensure national and regional initiatives are adapted for the emergency setting.	Appraise national and regional initiatives in health promotion. Interpret these in relation to their application in the emergency setting.



Child and Younger Person Competencies Section 3: Patient management

Competency number	Competency	Learning outcome
3.1.2 Care delivery	Appraise the evidence base on delivery of emergency care, including to frequent attenders, drawing on a wide range of data, including influential guidelines and legal principles, and integrate findings into care design	Integrate a wide range of evidence into developing new practice and ways of working to meet the needs of children in the emergency care setting, including frequent attenders.
3.2.1 Care delivery to vulnerable patients	Lead implementation of local safeguarding children policies and procedures. Liaises with local named and designated safeguarding children professionals.	Synthesise and interpret national and local safeguarding children policies and procedures for the emergency setting. Communicate with the local named and designated safeguarding professionals disseminating key aspects of statements and reports.
3.2.2 Care delivery to vulnerable patients	Work collaboratively with named doctor and nurse for safeguarding children and local safeguarding board to ensure local procedures are appropriate for use in emergency care.	Function as a senior member of the multi-disciplinary team in applying local policies for the safeguarding of children.
3.2.3 Care delivery to vulnerable patients	Appraise the evidence base on the care of children and young people with physical and/or learning disabilities and those living in abusive households and use these effectively in care delivery	Deliver appropriate care for children and young people with physical and/or learning disabilities and those living in abusive households, within the context of an appropriate risk management strategy
3.5.1 Consent & advocacy	Advise on determining both cognitive competency (under 16s) and mental capacity (16 – 18) and rationalising consent in relation to working ‘in the best interest’ of young people	Make clear decisions, establishing consent and delivering care when working ‘in the best interest’ of young people. Respond to patients’ opinions when determining effective new ways of working or implementing new practices
3.6.1 Emotional resilience	Evaluate the helping and coping strategies provided to children, young people, their parents and carers during critical events	Provide helping and coping strategies to children, young people, their parents and carers during critical events
3.8.1 Managing loss & bereavement	Develop and/or evaluate the effectiveness of methods used to manage relatives and friends who are experiencing loss and sudden bereavement of a working age adult	Critically analyse current practice against best practice guidelines on the management of relatives and friends experiencing loss and sudden bereavement of a child or young person
3.12.1 Multi-professional team working	Act as team leader in the resuscitation of children	Apply the national and international guidelines in the resuscitation of children, acting as team leader.
3.12.2	Demonstrate evidence-based change management in emergency care,	Apply strategies to ensure an evidence based and progressive approach to

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Multi-professional team working	including the introduction and audit of care pathways for children.	underpin practice within the emergency care setting.
3.13.1 Inter-agency working	Facilitate cross-boundary communication and 'seamless' care for children and young people. E.g. by ensuring existence of a multi-professional forum, with membership from emergency care (including ambulance personnel, acute paediatrics and community paediatrics).	Develop and employ strategies to ensure effective multi-disciplinary communication.



Psychological Competencies Section 1: Knowledge

Competency number	Competency	Learning outcome
1.1.1 Anatomy & physiology	<p>Critically appraise own knowledge of pathophysiology in relation to psychological/mental health symptoms/behaviours and apply these to patient presentation</p> <p>Formulate own knowledge and understanding to contribute to the diagnosis and treatment of those with Mental Health /Psychological Care presentations</p>	<p>Synthesise available research to identify disease processes contributing to the evidence base for diagnosis and treatment in those with Mental Health /Psychological Care presentations</p>
1.1.2 Anatomy & physiology	<p>Apply extensive knowledge of anatomy, physiology and psychology to differentiate a wide range of patient presentations with complex care needs and Mental Health /Psychological Care presentations, to determine the appropriate diagnosis</p>	<p>Analyse own extensive knowledge of anatomy, physiology and psychology and the patterns of illnesses and behaviours to identify a differential diagnosis relating to Mental Health /Psychological Care presentations</p> <p>Integrate comprehensive of knowledge of anatomy, physiology and psychology to determine potential organic and functional pathophysiology of mental illness.</p>
1.3.1 Prioritising care	<p>Critically appraise frameworks for the prioritisation of care in patients with mental health issues and co-morbidities</p>	<p>Contribute to the wider body of knowledge of emergency nursing in relation to prioritisation of care for patients with psychological care mental health issues and co-morbidities.</p>
1.4.1 Critical illness or injury	<p>Develop or refine approaches to identifying interventions in those presenting with acute deterioration in mental health issues and co-morbidities and apply these effectively in practice</p>	<p>Analyse and synthesise previous knowledge to make rapid decisions in relation to the urgency of the expected responses/interventions to patients in mental health /psychological crisis.</p> <p>Contribute to the evidence base on assessment techniques in mental health issues and co-morbidities through the development of care pathways and guidelines</p>
1.5.1 Emotional & psychological reactions	<p>Appraise the effectiveness of current policies and practices relating to the mental health / psychological and emotional care needs of all patients across the age continuum.</p>	<p>Evaluate and articulate the impact of fear and anxiety in patients experiencing mental illness and identify appropriate strategies for managing this.</p> <p>Evaluate and articulate the impact of stress in the patient experiencing mental illness and identify appropriate coping strategies for managing this.</p>
1.9.1	<p>Critically evaluate new research in respect of mental health care and management,</p>	<p>Influence and promote the positive attitude of others through role</p>

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<p>Personal influences on care</p>	<p>assimilating these into the emergency care setting.</p>	<p>modeling, expertise, standards and advocacy</p> <p>Promote and develop the evidence base relating to the mental health / psychological and emotional care needs of all patients and applicable to emergency care setting.</p> <p>Adopt a positive attitude towards patient/carers with mental health needs</p>
<p>1.12.1 Legal & ethical principles</p>	<p>Design new practice using legal and ethical principles of quality, diversity and human rights for patients within the domain of Mental Health</p>	<p>Critically appraise these principles in respect of the patient with psychological or mental health issues, ability and capability in decision making and identify the need and timing for advocacy.</p>
<p>1.13.1 Risk assessment</p>	<p>Critically appraise both risk assessment & management strategies to minimise risk and/or distress for patients presenting with mental health issues</p>	<p>Lead in the development of safety plans for those presenting in distress due to mental health care need including suicidal ideation/behaviours.</p> <p>Lead multidisciplinary audit and monitoring of the department to minimise risk and distress for patients with mental health / psychological care needs.</p>
<p>1.16.1 Leadership</p>	<p>Determine the implications of leadership and negotiation in influencing patient care rights for patients within the domain of mental health</p>	<p>Proactively lead implementation of person centred care for patients presenting with mental health issues.</p> <p>Collaborate with other senior professionals to establish an effective governance framework for safe and effective emergency mental health practice</p>



Psychological Competencies

Section 2: Nursing interventions

Competency number	Competency	Learning outcome
2.1.1 Assessment	Lead decision-making about prioritising patients with mental health / psychological and emotional care needs	<p>Critically analyse and make recommendations for mental health assessment tools and frameworks to undertake effective assessment and prioritisation of patients.</p> <p>Evaluate potential triggers and 'red flags' which may lead to psychological distress in patients.</p> <p>Initiate appropriate interventions based on that assessment including detention under the mental health legislation.</p>
2.2.1 Observation & Evaluation	Supervises others assessing the impact of acute and chronic medical problems on patients with mental health / psychological and emotional care needs	<p>Critically analyse the relationship between normal physiology and pathophysiology associated with mental health / psychological and emotional care needs</p> <p>Facilitate reflection within the team in relation to the assessment and observation of patient with mental health / psychological and emotional care needs</p>
2.3.1 Critical situations	Critique patient intervention strategies for mental health care and management with particular reference to psychotic/delusional behaviours ; suicidal ideation behaviours and lack of capacity	Develop and promote management interventions to ensure patients with psychotic/delusional behaviours, suicidal ideation behaviours and lack of capacity are cared for in a safe and effective manner.
2.4.1 Therapeutic interventions	Determine therapeutic interventions available to patients with complex psychological /mental health care requirements	Lead the multi-professional team in determining delivery of interventions for the patient with mental health / psychological and emotional care needs
2.7.1 Psychological impact	Ensure application of psychological assessments of patients and family / carers presenting with psychological / mental health issues	<p>Demonstrate expertise in assessing the impact of acute mental health / psychological and emotional care needs on the family and support system.</p> <p>Critically analyse available data from multiple sources and assessment tools relevant to the patient's presentation to determine appropriate interventions</p>
2.8.1 Health promotion	Appraise mental health promotion strategies in emergency care settings.	Promote application of strategies endorsing good mental health in both staff and patients in the emergency setting.



2.8.2 Health promotion	Appraise mental health promotion strategies in relation to the emergency care setting.	Promote application of strategies endorsing good mental health in both staff and patients in the emergency setting
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Psychological Competencies Section 3: Patient management

Competency number	Competency	Learning outcome
3.1.1 Care delivery	Critically appraise patient care outcomes and lead integration of a wide range of evidence into developing new practice or ways of working to meet the needs of vulnerable patients with mental health / psychological and emotional care needs.	Critically evaluate the evidence base for management of the patient with mental health / psychological and emotional care needs applying these principles to care delivery.
3.2.2 Care delivery to vulnerable patients	Contribute to the development / implementation of risk management strategies in line with national strategies / guidance, incorporating non accidental accidents, injuries and suicide reduction. Work at a strategic level and across organisational and primary / secondary care boundaries to develop care pathways which incorporate national guidance.	Collaboratively assess, plan, implement and evaluate emergency care with other team members/health care professionals using approaches that recognise each other's expertise to meet the care provided to patients with mental health / psychological and emotional care needs.
3.2.3 Care delivery to vulnerable patients	Lead the interdisciplinary team to develop collaborative and innovative practices for patients with mental health / psychological and emotional care in the emergency care setting.	Demonstrate leadership in application of legal and professional processes relating to mental health/capacity.
3.3.1 Communication with patients	Rapidly form therapeutic relationships with patients and carers who are experiencing emotional distress, due to acute mental health / psychological and emotional care needs and explain what is happening in a way they can understand.	Lead the rapid formation of therapeutic relationships with patients and carers who are experiencing emotional distress due to acute mental health / psychological and emotional care needs utilising a wide range of communication strategies.
3.5.1 Consent & advocacy	Lead the application of the principles of advocacy for the patient's with psychological / mental health issues and family's right's regarding involuntary treatment and other medico-legal issues	Preserve the patient's involvement and dignity facilitating their contribution to the decision-making process by negotiating a mutually acceptable plan of care. Demonstrate expertise in application of legal processes relating to mental health/capacity.
3.7.1	Ensure that developments in patient care are underpinned by the principles of support and empowerment that reflect	Lead assurance that patient care developments are underpinned by principles of support and empowerment

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Patient empowerment	the care requirements of patients and carers who are experiencing emotional distress due to acute mental health care needs.	and reflect the identified needs of patients and carers who are experiencing emotional distress, due to acute mental health / psychological and emotional care needs
3.9.1 Prioritisation	Adept at applying ethical and legal principles to the care and treatment of patients with mental health / psychological and emotional care needs	Role model the prioritisation of patients with mental health / psychological care needs and determining appropriate intervention for that person in acute, crisis or life-threatening situations.
3.12.2 Multi-professional team working	Facilitate analysis by the multi-disciplinary team of the impact of the patient with mental health / psychological and emotional issues emergency situations on their ability and prepare approaches to address similar situations that may occur in future.	Provide education, advice and direction to the multi-disciplinary team promoting, knowledge, understanding and effective management of mental health problems and psychological needs.
3.16.1 Policy & practice development	Facilitate research and innovations in practice specific to the care of the patient with mental health / psychological care needs which incorporate innovative ways of delivering care across the emergency service.	Lead projects to facilitate emergency nursing practice in relation to patients with mental health / psychological care needs, in the wider emergency care arena

Pre-hospital Competencies Section 1: Knowledge

Competency number	Competency	Learning outcome
1.1.2 Anatomy & physiology	Synthesise knowledge of anatomy, physiology, psychology and pre-hospital care settings, to diagnose a wide range of patients with complex care needs.	Synthesise available research to identify changes in the understanding of pathophysiology that arise from pre-hospital events and conditions, or that contribute to the evidence base for care delivery.
1.2.1 Clinical Assessment	Appraise the evidence base to identify clinical assessment tools that are accurate, systematic and comprehensive, for patients requiring pre-hospital emergency care.	Utilise current research-based practice to refine or develop accurate, comprehensive assessment for patients requiring pre-hospital emergency care, taking account of recognised assessment tools.
1.2.2 Assessment frameworks	Identify research relating to the use of structured approaches in the clinical assessment of patients in pre-hospital care settings, including patients with complex needs.	Integrate knowledge of the evidence base relating to the assessment of a range of patients with complex needs, in pre-hospital care settings.

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1.3.1 Prioritising care	Identify the evidence base for the principles and practices of prioritisation in pre-hospital care settings.	Contribute to the evidence base of knowledge about the principles and practices of prioritisation in pre-hospital care settings.
1.8.1 Monitoring equipment	Critically analyse approaches to monitoring patients in pre-hospital care settings, identifying the benefits and challenges of these approaches.	Contribute to the evaluation of current data on monitoring devices and advise employers and manufacturers on their suitability; identify clinical governance and risk management development needs.
1.10.1 External influences on care	Synthesise knowledge of the legal and ethical frameworks that underpin pre-hospital care and identify delivery strategies.	Critically evaluate the developing evidence base underpinning emerging approaches to holistic care in pre-hospital settings. Identify areas for research in emergency nursing practice in pre-hospital settings.
1.11.1 Standards & guidance	Construct alternative or new protocols for the safe and secure transportation/transfer of sick or injured persons.	Contribute to the evidence base that underpins approaches to patient transport or transfer. Identify areas for research and development.
1.13.1 Risk assessment	Critically evaluate current approaches to clinical governance and clinical risk strategies in pre-hospital emergency care settings.	Contribute to the development of clinical governance and clinical risk strategies in pre-hospital emergency care settings.
1.14.1 Procedural frameworks	Develop and monitor care planning, practice and procedural frameworks in pre-hospital care.	Contribute to the development and monitoring of care planning, practice and procedural frameworks in pre-hospital care.

Pre-hospital Competencies Section 2: Nursing interventions

Competency number	Competency	Learning outcome
2.1.1 Assessment	Undertake prioritisation of patients with complex needs in pre-hospital care settings.	Demonstrate expertise in prioritising patients with complex care needs in pre-hospital care settings.
2.2.1 Observation & Evaluation	Evaluate patients who have undifferentiated, undiagnosed problems and inconsistent or variable signs and symptoms, in pre-hospital care settings.	Lead and/or contribute to the development of multi-disciplinary team approaches to evaluating patients in pre-hospital care who have undifferentiated, undiagnosed problems, inconsistent and variable signs and symptoms.
2.4.1 Therapeutic interventions	Determine the appropriate use of interventions in a range of situations, for patients presenting with complex care	Participate with the multi-professional team in delivering appropriate interventions for patients with complex

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	<p>needs in pre-hospital care settings including:</p> <ul style="list-style-type: none"> • airway management using advanced techniques • surgical procedures • patient stabilisation procedures 	<p>care needs in pre-hospital care environment.</p> <p>Assist with advanced airway management procedures e.g. RSI PALM, surgical airways and thoracotomies in the pre-hospital setting.</p> <p>Undertake the administration of blood during pre-hospital care.</p>
2.6.1 Pain assessment	Determine the appropriate use of pain relief for pre-hospital patients.	Prescribe pain relief to pre-hospital care patients, including controlled drugs in accordance with legal frameworks.
2.7.1 Psychological impact	Assess the psychological condition of patients and family/carers in pre-hospital settings, instigating appropriate interventions and planning further care.	Supervise others when providing, evaluating and planning psychological care.



Pre-hospital Competencies Section 3: Patient management

Competency number	Competency	Learning outcome
3.1.1 Care delivery	Lead integration of a wide range of evidence into developing new practice and ways of working, to meet the needs of vulnerable patients in pre-hospital care settings.	Combine expert knowledge and practice to deliver appropriate care for patients, taking into account their age, gender, ethnicity, culture, values and spiritual beliefs, within pre-hospital care environments.
3.1.2 Care delivery	Make properly considered decisions and push the boundaries of practice by working safely beyond the scope of conventional practice.	Contribute to the appraisal of patient care and leads integration of evidence into developing new practice and ways of working to meet the needs of vulnerable patients in pre-hospital care settings.
3.2.1 Care delivery to vulnerable patients	Contribute to the critical appraisal of available care strategies for vulnerable patients in pre-hospital care settings, within the context of an appropriate safeguarding risk management strategy.	Use critical thinking and generate new ideas contributing to the development and delivery of appropriate care of vulnerable patients in pre-hospital care settings, within the context of an appropriate safeguarding risk management strategy.
3.2.2 Care delivery to vulnerable patients	Analyse the evidence base underpinning care for vulnerable patients and lead integration of a wide range of evidence into developing new practice or ways of working to meet the needs of vulnerable patients in pre-hospital care settings.	Evaluate the care of vulnerable patients and lead integration of contemporary evidence to develop new practices and care pathways to meet the safeguarding needs of these patients in pre-hospital care settings.
3.2.3 Care delivery to vulnerable patients	Lead in the development of care pathways for vulnerable patients between pre-hospital care settings and the emergency department.	Facilitate care pathways for vulnerable patients between pre-hospital care settings and the emergency department.
3.3.2 Communication with colleagues	Use expertise in patient care pathways, multi-professional and multi-agency working, to identify and lead colleagues in the use of appropriate pathways in pre-hospital care.	Creates patient care pathways across the boundaries of pre-hospital care, secondary and social care, using the principles of patient / public involvement in the development of care strategies.
3.6.1 Emotional resilience	Support other health care professionals in pre-hospital care, in encouraging patients and families to use helping and coping strategies during critical events.	Contribute to the development of strategies for prevention of patient / public reactions as a result of critical events in pre-hospital care setting.
3.12.1 Multi-professional team working	Critically analyse the effective working of a multi-professional team and develop new ways of working. Act in a supportive, motivational and consultancy role to a multi-professional team. Create and sustain support mechanisms within the emergency setting and	Contribute to strategies that facilitate the effective working of a multi-disciplinary teams within pre-hospital care settings. Integrate expert practice and leadership skills to empower junior members of a multi-professional team in the pre-hospital care setting.



	empower junior members of a multi-professional team.	
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Major incident Competencies Section 1: Knowledge

Competency number	Competency	Learning outcome
1.1.2 Anatomy & physiology	Apply extensive knowledge of anatomy, physiology and psychology to differentiate a wide range of patients presenting with complex care needs to the emergency department during a major incident and to determine appropriate diagnoses.	Demonstrate flexibility in the challenges presented by patients with different care needs during a major incident and implement appropriate care strategies.
1.2.1 Clinical Assessment	Appraise the evidence base to identify clinical assessment tools that can be appropriately applied to multiple patients presenting in a major incident.	Use current evidence base to refine or develop a tool for undertaking an accurate comprehensive assessment for patients attending during a major incident.
1.2.2 Assessment frameworks	Synthesise available evidence in structured approaches to the clinical assessment of multiple patients and methods of measuring the capacity of the emergency department	Develop or refine assessments using structured approaches to determine the emergency department's capacity to meet the needs of those injured during specific incidents.
1.2.3 Assessment frameworks	Identify relevant patient care issues from local, regional and national major incident plans.	Develop and implement effective action plans to resolve identified patient care issues in major incidents.
1.3.1 Prioritising care	Lead the emergency department in identifying the evidence base underpinning the prioritisation of patients during a major incident.	Contribute to the construction of the wider evidence base of knowledge about the principles of prioritisation used during a major incident.
1.4.1 Critical illness or injury	Critically evaluate the evidence base underpinning the assessment of critically ill patients involved in a major incident, identifying the implications for the emergency department.	Contribute to the evidence base of assessment techniques and responses for critically ill patients in the emergency department during a major incident.
1.5.1 Emotional & psychological reactions	Evaluate the effectiveness of current policies and practices relating to the psychological and emotional care needs of patients presenting following a major incident.	Assess the psychological condition of patients affected by a major incident and instigate immediate intervention.
1.8.1 Monitoring equipment	Appraise the equipment required by the emergency department in the event of a major incident.	Collaborate with the health emergency planning officer to evaluate current data on major incident equipment; Advise health providers and manufacturers on the suitability of the equipment and the development needs

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		relating to clinical governance and risk management.
1.10.1 External influences on care	Evaluate the professional, legal, political and logistical factors that impact on approaches to care during a major incident.	Identify the evidence base which would underpin adaptations to care delivery required in the event of a major incident. With emergency planners, contribute to the strategic development of the approaches to care that would be implemented in the event of a major incident, ensuring that the legal, professional and logistical requirements are met.
1.11.1 Standards & guidance	Identify current major incident plans at a local, regional and national level.	Establish national guidance on incident management within emergency care facilities: <ul style="list-style-type: none"> • chemical • biological • radiation • nuclear • terrorist
1.13.1 Risk assessment	Demonstrate knowledge of the emergency planning process by participating in risk assessments to determine the risk/threat of a major incident, both locally and regionally.	Evaluate risk assessment emergency planning processes within the emergency department, determining the amendments required to protect staff and patients.
1.13.2 Risk assessment	Appraise the education and preparation of emergency department staff to be able to respond effectively in a major incident situation.	Contribute to the development of education programmes that allow emergency staff to demonstrate knowledge and skills in disaster planning and response for critical issues such as: <ul style="list-style-type: none"> • chemical • biological • radiation • nuclear • terrorist
1.14.1 Procedural frameworks	Apply advanced knowledge of major incident planning to facilitate and evaluate a communications exercise, in conjunction with other emergency services.	Contribute to the evaluation of the roles and responsibilities of the on-site and off-site emergency response agencies. Develop reports appraising the content and applicability of emergency plans Contribute to the integration/interface of the emergency plans with the plans of the emergency department.
1.14.2 Procedural frameworks	Determine the effectiveness or identify new approaches to the implementation of major incident plans and /or exercises.	Develop reports and using a structured approach critically appraise every implementation or exercise.



		<p>Evaluate the effectiveness of communication with the organisation's control team.</p> <p>Develop and implement an action plan to resolve and address any deficits identified in the reports.</p>
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Major incident Competencies Section 2: Nursing interventions

Competency number	Competency	Learning outcome
2.1.1 Assessment	Prioritise multiple patients with complex needs who present in a major incident.	Develop or refine assessments tools, using structured approaches to determine the emergency department's capacity to meet the needs of those injured during major incidents.
2.1.2 Assessment	Analyse the evidence base about the support and supervision/ management of staff during adverse events, to determine appropriate strategies.	Manage and supervise major incidents at a local level, in practice or via major incident exercises.
2.6.2 Pain relief	Manage pain relief for multiple patients with complex needs involved in a major incident, within available medication stocks.	<p>If part of a Medical Emergency Response Incident Team (MERIT), is effective at assessing and managing patients' pain in the emergency department or pre-hospital care setting.</p> <p>Apply pain relief protocols, within legal frameworks in a major incident setting.</p> <p>Ensure staff in the emergency care setting are familiar with the assessment of patients' pain and pain relief strategies in a pre-hospital care setting.</p>
2.8.2 Health promotion	Critically appraise health promotion and risk assessment strategies and evaluate their applicability in a major incident setting.	Lead the emergency care setting in the development of risk assessment and prevention strategies relating to a major incident.



Major incident Competencies Section 3: Patient management

Competency number	Competency	Learning outcome
3.1.2 Care delivery	Evaluate up-to-date practices and national frameworks in the care of patients, following exposure to nuclear, biological, chemical, explosive and incendiary devices.	Integrates up-to-date practices and national frameworks in the care of patients following exposure to nuclear, biological, chemical, explosive and incendiary devices, to develop local emergency department protocols of care. If part of a MERIT, participate in the delivery of care for patients in pre-hospital care settings, applying the local and national primary health care/ major incident plans.
3.12.1 Multi-professional team working	Critically analyse the benefits and barriers to multi-agency working and contribute to developing current and new ways of working, to ensure effective interactions about emergency care in a major incident.	Work in partnership with the emergency planning officer to identify ways of working which facilitate and lead the emergency care setting team in working effectively with other agencies involved in a major incident.
3.12.4 Multi-professional team working	Coordinate and manage an emergency department effectively on a day-to-day basis.	Describe how effective coordination and management of the emergency service impacts on service delivery on a day-to-day basis
3.17.1 Lead emergency care	Apply and demonstrate leadership principles in the implementation of major incident plans within the emergency care setting. Provide expert advice to staff in the emergency care setting and the multi-professional team in the planning and implementation of major incident response plans.	Establish effective liaison and multi-agency teamwork by contributing to major incident exercise planning at operational and strategic levels. Work with the emergency planning officer to contribute to effective interaction between the agencies involved in emergency planning at regional level. Contribute to the communication of nursing aspects of the major incident.



Major trauma Competencies Section 1: Knowledge

Competency number	Competency	Learning outcome
1.1.1 Anatomy & physiology	Apply pathophysiological knowledge, co-existing multiple pathology and injury patterns, in relation to actual and potential complications of the multiply injured patient: <ul style="list-style-type: none"> • Older person • Adult • Child • Infant 	Synthesise available research in order to expedite early identification of actual and potential risks in the multiply injured patient.
1.1.2 Anatomy & physiology	Apply extensive knowledge of anatomy, physiology and patterns of injury, in order to differentiate a wide range of patient presentations with complex care needs to determine the appropriate diagnosis.	Integrate advanced knowledge of anatomy, physiology and mechanism of injury for a wide range of patients. Evaluate the evidence base in relation to biomechanics and epidemiology in order to act as a resource and give expert advice.
1.2.1 Clinical Assessment	Develop structured approaches to clinical assessment of major trauma.	Differentiate between available structured approaches to the clinical assessment of major trauma, identifying the most appropriate approach for a range of trauma patients.
1.2.2 Assessment frameworks	Critically appraise existing tools or design new tools to enable a comprehensive, systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of the trauma patient.	Utilise current evidence base to reflect upon, challenge and influence changes in assessment tools used in trauma care.
1.2.3 Assessment frameworks	Determine effectiveness of outcomes and action plan when using structured approach to clinical assessment.	Critically appraise the care outcomes using structured approaches. Develop and implement action plans to resolve identified patient care issues with trauma patients.
1.5.1 Emotional & psychological reactions	Appraise current approaches/ develop new approaches to psychological and emotional care needs of patient presenting with traumatic injury.	Evaluate the effectiveness of current approaches to meeting the psychological and emotional needs of patients (or their carers) with sudden major injury. Contribute to the design of policies and practices for the psychological and emotional care needs of patients or their carers presenting with sudden injury.



Major trauma Competencies Section 2: Nursing interventions

Competency number	Competency	Learning outcome
2.1.1 Assessment	Leads the team in decision-making about prioritising patients with complex trauma care needs	Demonstrate expert practice in prioritisation of trauma patients with complex care needs and supervision of the multiprofessional team in this skill.
2.2.1 Observation & Evaluation	Advise and lead evaluations of trauma patients with undifferentiated, undiagnosed problems with inconsistent signs and symptoms.	Critically evaluate different approaches to the evaluation of the unstable trauma patient.
2.3.1 Critical situations	Identify / predict the potential for trauma patients to deteriorate identifying the appropriate care pathway for differing presentations.	Advise the team in identification of the appropriate care pathways/ interventions for the trauma patient with differing presentations.
2.4.1 Therapeutic interventions	Determine appropriate use of interventions in a range of situations for patients presenting with complex trauma care needs.	Lead or advise the multi-professional team in the delivery of appropriate interventions for trauma patients with complex care needs

Major trauma Competencies Section 3: Patient management

Competency number	Competency	Learning outcome
3.2.3 Care delivery to vulnerable patients	Lead the development of inter-professional, inter-agency working to facilitate care pathways for vulnerable patients who have experienced major trauma.	Show leadership in facilitating major trauma care pathways between primary, secondary and social care for vulnerable patients
3.3.1 Communication with patients	Rapidly form therapeutic relationships with patients and carers who are experiencing emotional distress as a result of major trauma, and be able to explain what is happening in a way they can understand	Demonstrate the rapid formation of therapeutic relationships with patients and carers who are experiencing emotional distress as a result of major trauma.
3.3.3 Communication with wider healthcare team	Work with the employer and other agencies to develop strategies for effective care of major trauma patients with communication difficulties	Substantiate the development of effective communication strategies for major trauma patients who have difficulty communicating, involving employer and other agencies
3.5.2 Consent & advocacy	Lead the development of emergency care guidelines that are clearly underpinned by sound legal and ethical principles	Develop patient care guidelines that are clearly underpinned by sound legal and ethical principles
3.6.2 Emotional resilience	Guide and assist other health care professionals in the provision of helping and coping strategies for patients and families following life-changing major trauma.	Assist other health care professionals to provide helping and coping strategies to patients and families following life-changing major trauma.



3.10.1 Documentation	Lead the development of multi-professional patient care pathways, reflecting major trauma audit requirements.	Demonstrate multi-professional development of evidence and audit-based patient care pathways.
3.12.2 Multi-professional team working	Supervise and facilitate team leader's learning in a major trauma/simulation.	Supervise and facilitate major trauma resuscitation simulations.
3.16.2 Policy & practice development	Critically review government major trauma care expectations and the local strategies to meet them	Stimulate discussion and critical review of government major trauma care expectations and the strategies in place to meet them locally

Minor injuries Competencies Section 1: Knowledge

Competency number	Competency	Learning outcome
1.1.1 Anatomy & physiology	Apply comprehensive knowledge of the anatomy and pathophysiology to: <ul style="list-style-type: none"> • Limb injuries (across the age range) • Eye, Ear, nose, throat and mouth injuries • Chest/truncal injuries • Neck and back injuries • Head and face injuries 	Use knowledge of anatomy and pathophysiology to identify common patterns in minor injury presentations.
1.1.2 Anatomy & physiology	Link impact of pathophysiology of premorbid illnesses to the management of patients with injuries e.g. arthropathies, complex pain syndromes	Modify common treatments to accommodate underlying conditions.
1.2.1 Clinical assessment	Demonstrate knowledge of the anatomy of the upper and lower limb and land markings to aid assessment, treatments and first aid	Using recognised assessment tools demonstrate understanding of the anatomy of the upper and lower limb, and identify the land marks for assessment of neurovascular status to support decision making
1.3.1 Prioritising care	Demonstrate a comprehensive understanding of when an injury requires immediate or urgent referral for further management and those that can wait to be given a clinic appointment or discharged. Has comprehensive understanding of injuries and can differentiate between major and minor injuries	Through reflection on cases, demonstrate comprehensive understanding of prioritising care for patients with injuries by rationalising decisions made for immediate or urgent referral, clinic appointments or discharge. Differentiate between major and minor injuries.
1.4.1	Differentiate between and prioritise care for, patients with illnesses that contribute	Facilitate differentiation and prioritisation of patients who have a potential

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Critical illness or injury	to injuries and require further investigation immediately, or via outpatient or primary services e.g. syncopal falls	underlying physical pathology which led to their injury, who require further investigation or assessment.
1.5.1 Emotional or psychological reactions	Articulate the range of emotional and psychological impacts on an individual of having an injury.	Integrate the psychological and emotional impact of having an injury into the consultation process and management planning, e.g. scarring burns or wounds, assault, domestic violence, sick time on employment, primary and secondary activities of daily living.
1.6.1 Pharmacology	Has comprehensive knowledge of the pharmacodynamics and pharmacokinetics of the medicines/medicinal products used for injured patients, within own scope of practice	Demonstrate a sound knowledge of the medicines administered or prescribed for the management of injured patients, including analgesia, antibiotics, anaesthetics, non-steroidal anti-inflammatories, medical gases, antiseptics, eye preparations

Minor injuries Competencies Section 2: Interventions

Competency number	Competency	Learning outcome
2.1.1 Assessment	<p>Expert in systematically taking a history for a patient presenting with an injury; being able to discern the relevant findings to document and identifying the red flags that make the presentation complex, requiring a more in-depth assessment.</p> <p>Expert at adapting history taking to make it appropriate for children and adults who are incapacitated.</p> <p>Expert at systematically undertaking an appropriate physical assessment across a broad range of injuries to limbs, face & head including ENT & eyes, spinal injury, thoracic injury and skin injury. This includes identifying bony landmarks, determining nerve, function including reflexes, muscular function, joint function and circulatory status.</p> <p>Expert at adapting physical assessments to enable assessment of children, adolescent and adults who are incapacitated.</p> <p>Proficient at undertaking diagnostic skills.</p>	<p>Demonstrates expertise at taking a systematic history for patients who present with injuries; being skilled and discerning in record keeping; identifying red flags that make the presentation complex and requiring a further or more in-depth assessment.</p> <p>Demonstrate expertise in adapting history- taking to children and adults who are incapacitated.</p> <p>Demonstrates expertise at performing a physical assessment matched to the presenting history across a broad range of injuries to limbs, face, head including ENT & eyes, spine, thoracic and skin injury.</p> <p>Demonstrate expertise at adapting physical assessments to enable assessment of children, adolescent and adults who are incapacitated.</p> <p>Demonstrate proficiency in performing diagnostic skills and assessing for neurovascular deficits, including abnormal reflexes & cranial nerve testing, ligament & joint stressing.</p>

Faculty of Emergency Nursing Fellow Level (FFEN) Original Competencies

[FFEN Qualification is to develop from these]



2.1.2 Assessment	Provide supervision for others in care delivery for patients presenting with injuries	Demonstrate expertise in supervising others during care delivery for patients presenting with injuries.
2.3.1 Critical situations	Expert at identifying patients who attend with injuries which are potentially or actually life threatening, or who require resuscitation.	Demonstrate expertise at identifying patients who attend with injuries that are potentially or actually life threatening or who require resuscitation.
2.6.1 Pain assessment	Provide consultancy on managing pain in patients with complex care needs	Demonstrate expertise in pain management for patients with complex care needs
2.6.2 Pain relief	If applicable, initiate pain relief, using nationally accepted independent prescribing policies and protocols	Apply the knowledge and skills underpinning independent prescribing
2.7.1 Psychological impact	Ensure the application of appropriate psychological assessments relevant to the condition of the patient and their family/carers and the use of appropriate interventions	Demonstrate selection of the most appropriate of the available tools for assessing the psychological condition of a patient and their family/carers. Supervise others providing, evaluating and planning psychological care
2.8.1 Health promotion	Appraise health promotion strategies and integrate them into emergency care delivery	Demonstrate emergency care delivery that is underpinned by health promotion strategies
2.8.2 Health promotion	Lead the development of emergency care that is underpinned by national health promotion strategies in the wider emergency care arena	Establish new emergency care practices which are underpinned by health promotion strategies in the wider arena of emergency care
2.9.1 Conflict resolution	Ensure appropriate risk management strategies are in place for managing violence and aggression and protecting patient and staff dignity	Demonstrate involvement in determining risk, evaluating the effectiveness of and developing realistic strategies for managing violent and aggressive incidents in the workplace and protecting patient and staff dignity



Minor injuries Competencies Section 3: Patient management

Competency number	Competency	Learning outcome
3.1.1 Care delivery	<p>Adept at modifying:</p> <ul style="list-style-type: none"> • clinical consultations, • examination techniques, • interpretation of investigations, • prescribing treatment • after-care advice for patients with injuries, <p>across a range of ages and impairments and with varying ethnicity or culture.</p>	Demonstrate effectiveness at modifying clinical consultations, examination techniques, interpretation of investigations, prescribing treatments and providing after-care for patients with injuries, across a range of ages and impairments, and varying ethnicity or culture.
3.1.2 Care delivery	Actively consult and effectively evaluate the evidence base for investigating and treating injuries, and contribute to the development of policy and practices within the workplace	Adept at finding and reviewing the evidence base for investigating and treating injuries and informing the development of policies and practices within the workplace
3.1.3 Care delivery	Adept at referring patients to specialists with a focus on patients with minor injuries, modifies the boundaries of practice by making properly considered decisions and safely working beyond the scope of conventional practice	Adeptly refer patients to speciality team for further care and management.
3.13.1 Inter-agency working	Effective at safely discharging patients with injuries	Ensure the safe discharge of patients, including risk benefit assessments, making referrals to others to support home care, organising social admissions or referrals for others.
3.14.1 Clinical governance and care delivery	Analyse the quality of care provision for patients with injuries and make recommendations for clinician or service improvement	Analyse care provided to patients with injuries and provide an objective perspective on the quality of the care provided, identifying strengths / weaknesses and recommending actions required.
3.16.1 Policy & practice development	Maintain currency of local guidance and evidence bases, including proformas and patient information leaflets	Review and update the currency of local guidance and evidence bases, including proformas and patient information leaflets
3.16.2 Policy & practice development	Contribute to the overall management and policy development for patients with injuries	Negotiate the development of care for the injured including policy and practice development.