

	Care of Patients with Non-Life / Non-Limb Threatening Injuries in Emergency Care Settings	Care of Patients with Major Trauma in Emergency Care Settings	Care of Patients in a Major Incident (Majax)	Care of Patients in the Pre-Hospital Care Environment	Care of the Child in Emergency Care Settings
Anatomy & Physiology	1. Understand how injuries can impact on the physiology of the body systems.	1. Understand how major trauma can impact on the physiology of the body systems.	1. Understand how major trauma can impact on the anatomy and physiology of the body systems.	1. Understand how a range of pre-hospital environments impact on pathophysiology and psychopathology	1. Understand the anatomy and physiology of the body systems of children.
Anatomy & Physiology Application					2. Understand how to apply knowledge of anatomy, physiology and psychology to recognised patterns of illness and injury in children.
Clinical Assessment	2. Be able to undertake a focused assessment for patients with an injury.	2. Understand how to perform focused assessments for patients with a major trauma	2. Know how to identify focused assessment tools used in major incidents	2. Be able to undertake a focused assessment for patients requiring pre-hospital care.	
Assessment frameworks			3. Understand the use of tools that enable systematic assessment in a major incident.	3. Understand the use of tools that enable systematic assessment.	3. Understand frameworks that enable systematic assessment of children and young people.
Prioritising Care	3. Understand the structured approaches for prioritising patient care.	3. Understand the structured approaches for prioritising patient care.	4. Understand the structured approaches for prioritising patient care during a major incident.	4. Understand the structured approaches for prioritising patient care.	4. . Understand the structured approaches for prioritising patient care for children and young people.
Critical Patient	4. Understand life-threatening presentations and how to manage them.	4. Understand life-threatening presentations and how to manage them.	5. Understand life-threatening presentations and how to manage them.		5. Understand the differences between life-threatening presentations in children / young people and adults / older people and how to manage them.

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Emotional and Psychological Reactions	6. Understand the immediate emotional and psychological impact of patients presenting with injuries.	5. Understand the immediate emotional and psychological impact of major injury.	6. Understand the immediate emotional and psychological impact on patients involved in a major incident.		6. Understand the immediate emotional and psychological impact of sudden or acute exacerbation of illness or injury in children and young people.
Pharmacology and Medicine Management	7. Understand the application of relevant pharmacology and medicines management for injuries.	6. Understand the application of pharmacology and medicines management for major trauma.	7. Understand the application of pharmacology and medicines management for patients involved in a major incident.	5. Understand the application of pharmacology and medicines management for patients requiring pre-hospital care.	7. Understand the application of relevant pharmacology and medicines management to children in the emergency department.
Care Needs	8. Understand how to provide care for patients with injuries and how to identify further care needs.	7. Understand how to provide care for patients with major trauma and how to identify further care needs.			8. Understand how to provide care for children and young people and how to identify further care needs.
Monitoring Equipment		8. Understand how to identify clinical indicators for using monitoring equipment and adjuncts to care.	8. Understand how to identify clinical indicators for using monitoring equipment.	6. Understand how to choose monitoring equipment in a pre-hospital setting.	9. Understand how to identify clinical indicators for using monitoring equipment.
Personal Influences on Care		9. Understand the multiple external influences which impact on holistic care.			10. Understand how social, environmental, spiritual and cultural influences impact on holistic care of children and young people.
External Influences on Care			9. Understand the multiple external influences which impact on holistic care during a major incident.	7. Understand the external influences which impact on holistic care in a pre-hospital setting.	11. Understand the multiple external influences which impact on holistic care of children

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Standards and Guides	9. Understand how the use of policies and guidance impact on clinical practice when delivering emergency care for patients with injuries.	10. Understand how the use of policies and guidance impact on clinical practice when delivering emergency care for patients that have experienced major trauma.	10. Understand how the use of policies and guidance impact on clinical practice when delivering emergency care for patients involved in a major incident.	8. Understand how the use of policies and guidance impact on clinical practice when delivering emergency care for patients in a pre-hospital setting.	12. Understand how the use of policies and guidance impact on clinical practice when delivering emergency care for children and young people.
Legal and Ethical Principles	10. Understand the legal and ethical principles relevant to safeguarding patients with injuries.	11. Understand the legal and ethical principles related to major trauma in emergency practice.	22. Understand how to uphold ethical and legal principles when making decisions about the care of patients involved in a major incident.		26. Understand the ethical and legal principles of caring for children and young people
Risk Assessment			11. Understand how to implement health and safety procedures in a major incident setting	9. Understand the implementation of health and safety procedures within a pre-hospital setting.	
Communication		12. Understand the principles of effective communication strategies with patients and the multi-professional team.	12. Understand the principles of effective communication strategies with patients and the multi-professional team during a major incident.	10. Understand the principles of effective communication strategies with patients and the multi-professional team in a pre-hospital setting.	14. Understand the principles of effective communication strategies for patients and the multi-professional team
Assessment Frameworks	11. Be able to undertake assessment and prioritisation of patients with injuries.	13. Be able to undertake assessment and prioritisation of patients who present with major injuries.	13. Know how to undertake assessment and prioritisation of patients involved in a major incident	11. Be able to undertake assessment and prioritisation of patients in a pre-hospital setting.	15. Be able to undertake assessment and prioritisation of children in emergency settings.
Clinical Assessment					16. Be able to undertake a focused assessment for a child or young person requiring emergency care.

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Observation & Evaluation	12. Be able to undertake observations and interventions for patients with injuries.	14. Be able to select and undertake vital signs and observations for patients with a major injuries.			17. Be able to undertake observations and interventions for children requiring emergency care.
Critical and Life Threatening Situations	5. Be able to initiate interventions and care in response to life or limb threatening situations.	15. Be able to initiate interventions and care in response to critical and/or life-threatening situations.			
Therapeutic Interventions	13. Be able to provide safe delivery and monitoring of therapeutic interventions.	16. Be able to provide safe delivery and monitoring of therapeutic interventions.		12. Be able to provide safe delivery and monitoring of therapeutic interventions in a pre-hospital setting.	
Disseminating Information		25 Understand how to access, record and share information in an emergency setting.	14 Know how to access, record and share information during a major incident.		
Pain Assessment	14. Be able to undertake a pain assessment for patients with an injury.	18. Be able to undertake a pain assessment for patients with major injuries.	15. Know how to undertake a pain assessment for patients involved in a major incident		19. Be able to undertake a pain assessment for a child.
Pain Relief / Management	15. Be able to administer pain relief or initiate symptom relief to patients with an injury.	19. Be able to administer pain relief to patients with major injuries.	16. Know how to administer pain relief to patients presenting with injuries relating to a major incident.		20. Be able to administer pain relief for a child.
Psychological Impact		20. Be able to identify and respond to the psychological impact of an emergency on an individual and the family/carers.	17. Know how to identify and respond to the psychological impact of an emergency on an individual and the family/carers.	14. Be able to identify and respond to the psychological impact of an emergency on an individual and the family/carers in a pre-hospital setting.	21. Be able to identify and respond to the psychological impact of an emergency on a child / young person and the family / carers.

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Health Promotion	16. Be able to identify and respond to the psychological impact of an emergency on an individual and the family/carers.				22. Understand health promotion principles to emergency care practice.
Health Promotion	17. Be able to apply health promotion principles to emergency care practice.				
Care Pathways		22. Be able to instigate the preliminary stages of access to the care pathway for patients who have experienced major injuries.	18. Know how to instigate the preliminary stages of access to the care process for patients who have been involved in a major incident.		
Essential Care		17. Be able to undertake essential care for patients in addition to therapeutic interventions.	19. Understand how to plan and evaluate care for a patient involved in a major incident.	13. Be able to undertake essential care for patients in addition to therapeutic interventions.	18. Be able to understand and provide essential / basic care requirements for a child and young person in addition to delivering therapeutic interventions.
Care Delivery		21. Be able to plan and evaluate care for a patient with major injuries.		15. Be able to plan and evaluate care for a patient in a pre-hospital setting.	24. Be able to assess, plan and evaluate emergency care for children and young people
Communicating with Patients		23. Be able to communicate effectively and develop therapeutic relationships with patients and carers.	20. Understand how to communicate effectively and develop rapid rapport with patients.		25. Be able to use communication to develop therapeutic relationships with children and young people and their parent / carer

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Communication with Colleagues / Other Professionals		24. be able to communicate with colleagues to support patient outcomes.	21. Understand how to communicate with colleagues during a major incident to support patient outcomes.	Understand how to communicate with colleagues in a pre-hospital setting to support patient outcomes	
Consent & Advocacy					13. Understand the legal and ethical principles relevant to emergency practice
Emotional Resilience / Coping Strategies			23. Understand how to encourage patients and families/carers to use helping and coping strategies during critical events.	16. Understand how to encourage patients and families/carers to use helping and coping strategies during critical events.	
Prioritisation					27. Be able to prioritise patient care
Documentation		26. Be able to produce patient documentation.			
Collaboration and Multiprofessional Team Working			24. Understand how to contribute to multi-professional team working and care delivery during a major incident.	17. Understand how to contribute to multi-professional team working and care delivery in a pre-hospital setting.	
Risk Assessment / Management			25. Know how to use information, protocol and procedure strategies to inform practice in a major incident.		

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Prescribed Assessment Method	<p>1) A minimum of two focused analytical case reviews on care delivered. These cases must:</p> <ul style="list-style-type: none"> a. have an anonymised and verified patient record attached b. present patients born in different decades c. present the following: <ul style="list-style-type: none"> i. patient who has a life-altering minor injury ii. patient who requires emergency home adaptations to enable safe discharge from the unit. 	<p>1) . A minimum of two focused analytical case reviews on care delivered. These cases must:</p> <ul style="list-style-type: none"> a. have an anonymised and verified patient record attached b. present patients born in different decades c. present the following <ul style="list-style-type: none"> i. patient who has a life-altering significant trauma ii. patient who has to have the standard trauma practices altered to accommodate a pre-existing condition. 	None	<p>A minimum of two focused analytical case reviews on care delivered. These cases must:</p> <ul style="list-style-type: none"> a. have an anonymised and verified patient record attached b. present patients born in different decades c. present the following: <ul style="list-style-type: none"> * patient who has a life-altering condition * patient who had an entrapment or delay in rescue. 	<p>1. A minimum of four focused analytical reflections on care delivered. These cases must:</p> <ul style="list-style-type: none"> a. be a mix of case reviews (minimum of two) and detailed annotated records (minimum of two). b. have an anonymised and verified patient record attached. c. present patients born in the following year limits: <ul style="list-style-type: none"> i. 0 to 6 months ii. 6 months to 2yr iii. 2yr to 5yr iv. 6yr to 11yr d. have the main focus on three different body systems of learner's choice: e. include safeguarding and exploitation plus domestic abuse/intimate partner violence and how these would be managed. This can be covered by professional discussion should there not be an incidence of domestic violence. f. present the following (these do not need to be in four different patients): <ul style="list-style-type: none"> i. critical illness or injury; one must be sepsis. <ul style="list-style-type: none"> *. infant. * primary school age ii. digestive complaint iii. neurological complaint iv. breathing complaint v. teenager or young adult (evidence can be used from the adults and older adult unit) with urgent endocrine problem

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Prescribed Assessment Methods	<p>2) Five Minicex assessments with annotated patient records on:</p> <ul style="list-style-type: none"> a. patient with head or facial injury with a wound requiring closure b. patient who has an actual or potential limb-threatening injury c. patient unable to weight bear following injury 	<p>2) A minimum of five Minicex assessments. The Minicex must be accompanied by a verified annotated record of the case on which the assessment took place.</p> <ul style="list-style-type: none"> a. Initial assessment of patient who has experienced major trauma i.e. focus on ABCDE assessment. b. Care delivered to patient who has experienced significant blood loss c. Care delivered to patient with focus on facial or head trauma with reduced conscious level d. Care delivered to patient with focus on spinal trauma e. Care delivered to patient with focus on truncal trauma 	none	<p>2) Five Minicex assessment with annotated patient record on</p> <ul style="list-style-type: none"> a. a. patient with an acute or life-threatening condition b. patient with an acute or life-threatening injury c. patient with a drug or alcohol related problem d. patient who has to have their severe pain managed differently to how they would in a major Emergency Department e. patient in whom specific pre-hospital care assessment tools were used 	<p>2) A minimum of five mini-clinical examinations (mini-cex) assessments. The mini-cex must:</p> <ul style="list-style-type: none"> a. Include at least one from each of the following age ranges: <ul style="list-style-type: none"> i. 0 to 2yr ii. 2yr to 5yr iii. 6yr to 11yr iv. 12yr to 18yr b. have the primary complaint on at least three different body systems c. be accompanied by a verified annotated record / case review of the case on which the assessment took place. d. initial assessment and prioritisation for child under 2yr e. initial assessment and prioritisation age 2yr to 5yr f. initial assessment and prioritisation aged over 5yr g. episode of care provided for CYP (or young adult - evidence can be used from the adults and older adult unit) who requires resuscitation which may include fluid resuscitation h. episode of care provided for a CYP (or young adult - evidence can be used from the adults and older adult unit) who presents with a new acute complaint i. episode of care provided for a CYP (or young adult - evidence can be used from the adults and older adult unit) with an acute on chronic complaint j. episode of care for a CYP (or young adult - evidence can be used from the adults and older adult unit) requiring emergency surgery

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Prescribed Assessment Methods	<p>3) DOPS assessment with annotated patient record on:</p> <p>d. patient requiring a below elbow back slab</p> <p>e. patient requiring above elbow back slab</p> <p>f. patient requiring below knee back slab</p> <p>g. patient requiring above knee back slab</p> <p>h. patient requiring wrist splint</p> <p>i. patient requiring knee splint</p> <p>j. patient requiring heel weight bearing shoe</p> <p>k. patient requiring walker boot</p> <p>l. wound closure using tissue adhesive</p> <p>m. wound closure using wound closure strips</p> <p>n. patient requiring tetanus immunisation</p> <p>o. patient requiring visual acuity, pH testing and eye washout</p>	<p>3) . DOPS assessment with annotated patient record on:</p> <p>f. Patient requiring triple immobilisation</p> <p>g. Patient requiring limb immobilisation</p> <p>h. Patient requiring tetanus immunisation</p> <p>i. Patient requiring wound closure using tissue adhesive</p> <p>j. Patient requiring wound closure using wound closure strips</p>	none	70 hours of pre-hospital experience with reflection of experience captured in a practice pre-hospital log and signed off by clinical supervisor	<p>3. Demonstration of Procedural Skill (DOPS) assessments. The DOPS must be accompanied by a verified, annotated patient record of the case or a case review on which the assessment took place:</p> <p>a. undertaking neurological assessment using GCS score in an infant under 2yr</p> <p>b. undertaking neurological assessment using GCS score in a child 2yr to 5yr</p> <p>c. undertaking neurological assessment using GCS score in a child 5yr to 11yr</p> <p>d. ECG recording</p> <p>e. Pain scoring in children under 2yr</p> <p>f. Pain scoring in children</p> <p>g. Venepuncture and cannulae</p> <p>h. undertaking oxygen saturation recording in an infant under 2yr</p> <p>i. undertaking oxygen saturation in a child 2yr to 5yr.</p>

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