

Glossary of nursing roles in the emergency care setting

Foundation staff nurse A staff nurse who has completed a 12-month foundation programme and is registered with the Nursing and Midwifery Council (NMC) as a staff nurse. They are eligible to work in a variety of settings, including the emergency department, and are supervised by a senior staff nurse or nurse manager.

Emergency nurse

Emergency nurse development pathway

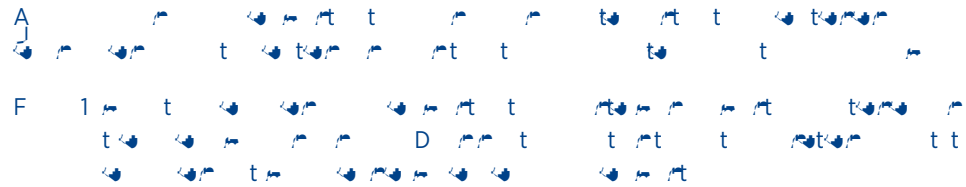


Figure 1: Career development pathway overview

Career development pathway overview

Newly qualified nurse

(Foundation staff nurse Band 5)

Working to Level 1

New to specialty nurse

(Foundation staff nurse Band 5)

Working to Level 1 (117.638 -g86.457 v1317170457 la65 37 I-14.16 TD037Band 5)

Foundation practice – Working to Level 1 competencies

Foundation practice is a period of supervised practice for newly qualified nurses. It is a time when they can develop their skills and knowledge in a safe environment. The practice is divided into three stages: three months, six months, and 12 months (up to two years for newly qualified).

Nurses working to Level 1 competencies are expected to provide basic nursing care, including taking vital signs, administering medication, and providing emotional support. They are also expected to work under supervision and to be able to identify and report any concerns.

Developmental milestones of foundation staff nurse

Three months

- Be able to take vital signs, including temperature, pulse, respiration, and blood pressure.
- Be able to administer oral and intramuscular medication.
- Be able to take a patient's history and perform a physical examination.
- Be able to provide emotional support to patients.

Six months

- Be able to take a patient's history and perform a physical examination.
- Be able to administer intravenous medication.
- Be able to take a patient's history and perform a physical examination.

12 months (up to two years for newly qualified)

- Be able to take a patient's history and perform a physical examination.
- Be able to administer intravenous medication.
- Be able to take a patient's history and perform a physical examination.
- Be able to take a patient's history and perform a physical examination.

Emergency nurses – Working to Level 2

The competency framework

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

Figure 2: The competency framework



Good nursing practice

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

- GNP: Practice in a way that is in the best interests of patients
- GNP: Practice in a way that is safe and effective
- GNP: Communicate effectively
- GNP: Lead and work in partnership with others
- GNP: Evaluate practice
- GNP: Engage in research and development
- GNP: Lead and work in partnership with others
- GNP: Engage in research and development

Cross-cutting themes

CC 1 Patient safety
 CC 2 Prevention and control of infection
 CC 3 Medicines management
 CC 4 Moving and handling
 CC 5 Infection prevention and control
 CC 6 Safeguarding children and adults
 CC 7 Documentation and record keeping
 CC 8 Preventing and controlling violence and aggression
 CC 9 Pain assessment and management
 CC 10 Patient assessment

- CC 1 Patient safety
- CC 2 Prevention and control of infection
- CC 3 Medicines management
- CC 4 Moving and handling
- CC 5 Infection prevention and control
- CC 6 Safeguarding children and adults
- CC 7 Documentation and record keeping
- CC 8 Preventing and controlling violence and aggression
- CC 9 Pain assessment and management
- CC 10 Patient assessment



Emergency care clinical domains

CD F t t

Competence assessment

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

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

For the purpose of this document, the term 'mentor' is defined as a person who provides guidance, support and advice to a less experienced person. The role of the clinical supervisor/assessor/mentor is to provide guidance, support and advice to the student, to ensure that they are able to meet the requirements of the programme and to provide feedback on their performance.

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Level 2 competencies

Good nursing practice (GNP) Level 2



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

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

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

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

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

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

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

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

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

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

Level 2 competencies






Cross-cutting themes (CCT) Level 2



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

Cross-cutting themes (CCT) Level 2

CCT2 - Pain assessment and management - Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CC 11		N AB C P E						

CC	    							

Cross-cutting themes (CCT) Level 2

CCT4 – Moving and handling – Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CC 11 L	Identify the different types of moving and handling equipment used in the workplace	N AB C P E	Practical					
CC 1 L	Describe the correct use of different types of moving and handling equipment	N AB C P E	Practical					
CC 1 L	Identify the correct use of different types of moving and handling equipment	N AB C P E	Practical					
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CC 1 L	Apply the correct use of different types of moving and handling equipment	N AB C P E	Competent					
CC L	Apply the correct use of different types of moving and handling equipment	N AB C P E	Practical					
CC L	Apply the correct use of different types of moving and handling equipment	N AB C P E	Practical					
CC L	Apply the correct use of different types of moving and handling equipment	N AB C P E	Competent					

Cross-cutting themes (CCT) Level 2

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

Level 2 competencies

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



CD1 - Caring for acutely ill adults - Level 2

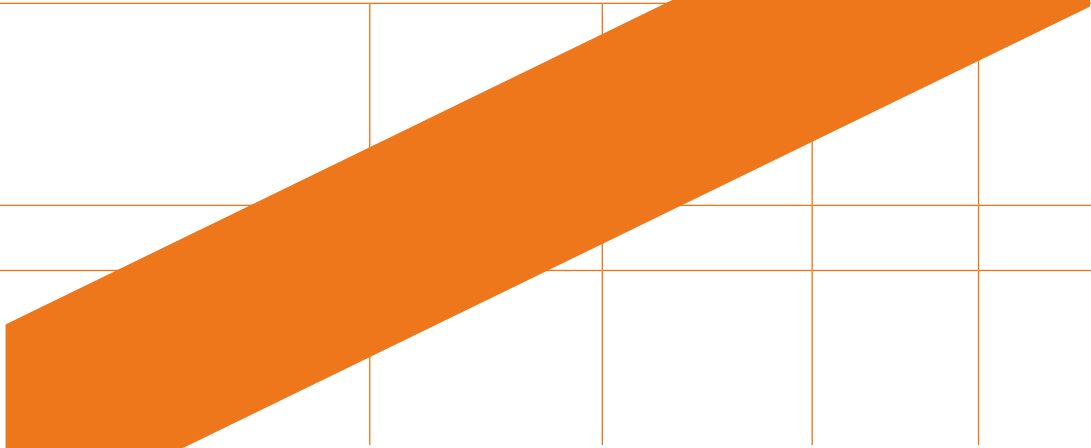


	Skills	Self-assessment (circle as appropriate)	Minimum standard					

CD1 - Caring for acutely ill adults - Level 2

CD1 - Caring for acutely ill adults - Level 2								

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



CD1 - Caring for acutely ill adults - Level 2



Level 2 competencies

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



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

CD2 - Caring for adults requiring resuscitation - Level 2



CD2 - Caring for adults requiring resuscitation - Level 2

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

CD2 – Caring for adults requiring resuscitation – Level 2

CD2.3 – Managing sepsis – Level 2								
	Knowledge	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 11		N A B C P E						
CD 1		N A B C P E						
CD 1		N A B C P E						
CD 1		N A B C P E						
CD 1		N A B C P E						
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						
CD		N A B C P E						

CD2 – Caring for adults requiring resuscitation – Level 2

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

CD2 - Caring for adults requiring resuscitation - Level 2

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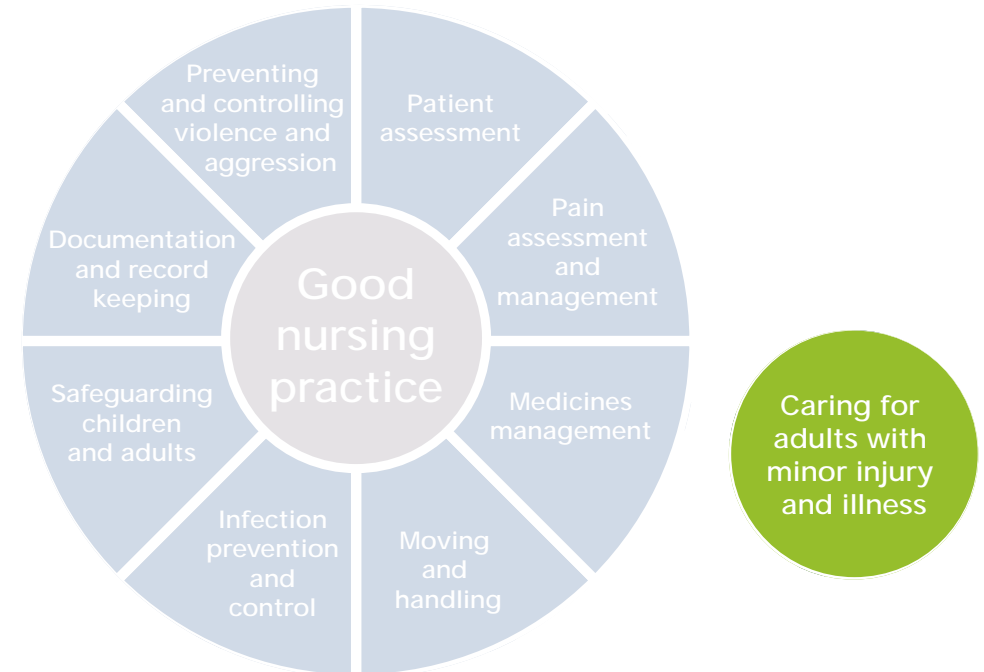
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1	Et	N A B C P E	Com t t t					
CD	P t	N A B C P E	Com t t t					
CD	P	N A B C P E	Com t t t					
CD	P t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

CD2 – Caring for adults requiring resuscitation – Level 2

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

Level 2 competencies

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



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

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

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



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

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

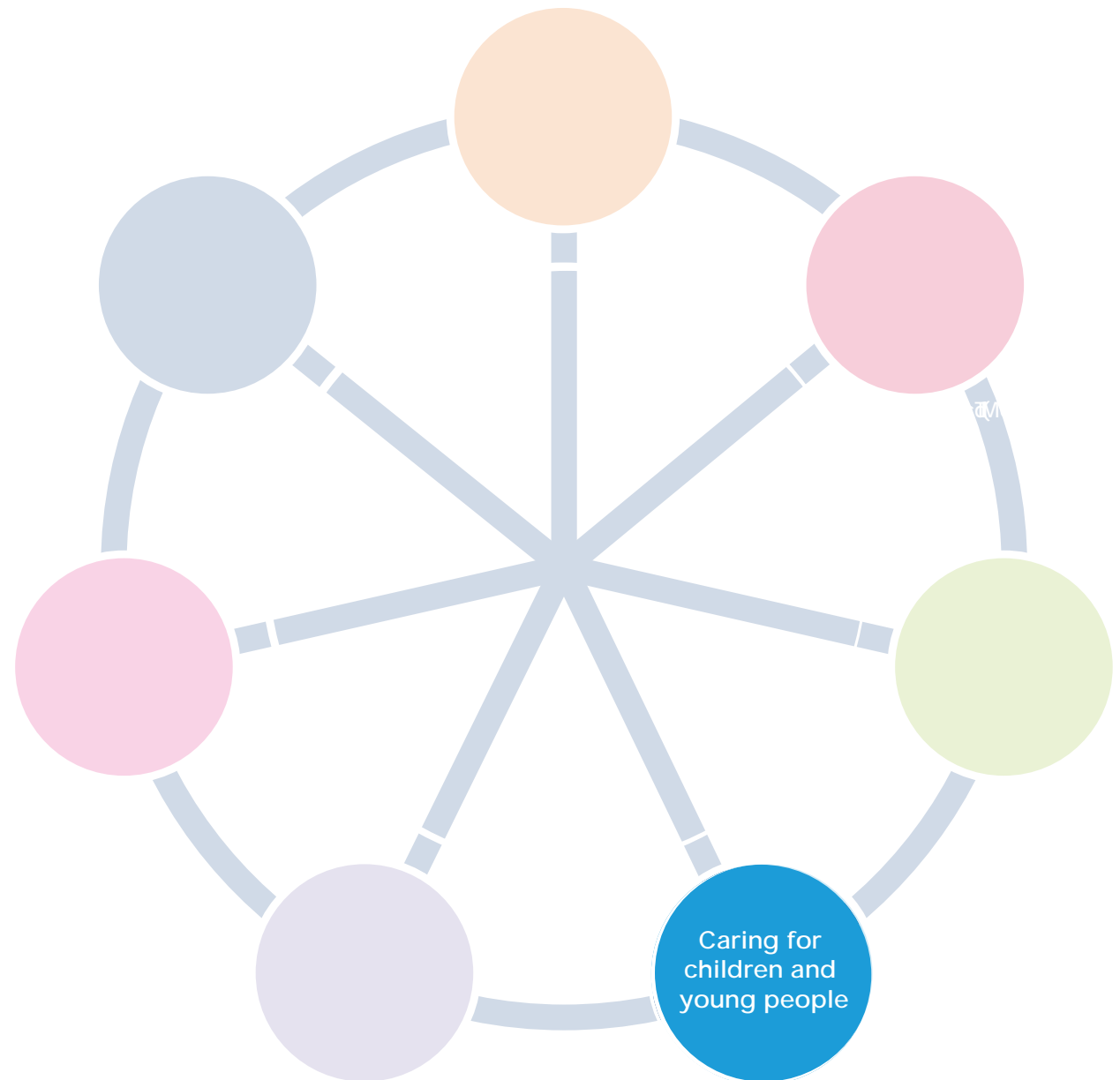
	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1	Describe the role of the nurse in the management of the patient with a mental health problem.	N A B C P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

Level 2 competencies

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

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

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



CD4 - Caring for children and young people - Level 2



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CD4 - Caring for children and young people - Level 2

CD4 - Caring for children and young people - Level 2								

CD4 - Caring for children and young people - Level 2

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

CD4 – Caring for children and young people – Level 2

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



Level 2 competencies

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



	Skills	Self-assessment (circle as appropriate)	Minimum standard for achievement	Expected date of achievement	Evidence submitted	Date of completion	Level achieved	Mentor sign-o (print and sign)
CD 1 1 L	Identify the components of a patient's history and physical examination and relate them to the patient's clinical presentation.	N A B C P E	Proficient					
CD 1 L	Establish a differential diagnosis for a patient's clinical presentation based on the history and physical examination.	N A B C P E	Competent					
CD 1 L	Formulate a management plan for a patient's clinical presentation based on the history and physical examination.	N A B C P E	Proficient					
CD 1 L	Perform a physical examination of a patient and identify the components of a patient's history and physical examination.	N A B C P E	Proficient					
CD 1 L	Perform a physical examination of a patient and identify the components of a patient's history and physical examination.	N A B C P E	Competent					
CD 1 L	Attempt to establish a differential diagnosis for a patient's clinical presentation based on the history and physical examination.	N A B C P E	Competent					
CD 1 L	Attempt to formulate a management plan for a patient's clinical presentation based on the history and physical examination.	N A B C P E	Competent					

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



CD6 - Caring for older people - Level 2



CD6 - Caring for older people - Level 2

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

CD	L	Intentional or accidental harm to self or others	N A B C P E	Potential					
CD	L	Intentional or accidental harm to others	N A B C P E	Completed					
CD	L	Intentional or accidental harm to self	N A B C P E	Completed					
CD	L	Attempted intentional or accidental harm to self or others	N A B C P E	Completed					
CD	L	Intentional or accidental harm to others	N A B C P E	Potential					
CD	L	Completed self-harm or harm to others	N A B C P E	Potential					

CD6 - Caring for older people - Level 2

CD6 - Caring for older people - Level 2



Level 2 competencies

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



CD7 - Emergency planning and disaster management - Level 2



