

A vertical, close-up photograph of a clock face, showing the hands and numbers in a dark, possibly black or dark blue, color against a lighter, slightly blurred background. The numbers '4' and '5' are visible at the bottom of the frame.

**Primary Care  
Out-of-Hours &  
Unscheduled Care:  
Competencies  
for Practice**

**Project Report**

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## Background

This project was commissioned as part of the broader work on 'Out of Hours'/'Unscheduled Care' programme being led by NHS Education for Scotland (NES) and was designed to feed into other educational initiatives relating to service redesign and development.

The initial project remit was two-fold:

- To articulate the core elements of practice for new roles in 'Out of Hours' and 'Unscheduled Care'.
- To further develop the mapping of core functions for this role based upon the initial NES framework (NES, 2004) and the three-tier role development model outlined in the Polmont Report (NES, 2004).

Whilst acknowledging the broad agenda of 'Unscheduled care', the project focused primarily on the development and mapping of core roles and competencies for 'Out of Hours' practitioners. As the Kerr Report (Scottish Executive, 2005) identifies, roles and competencies for 'Out of Hours' practitioners correlate closely with those required of new practitioners working in the broad 'Unscheduled Care' arena. It is anticipated that the work completed for this project can be transferred across for use in other areas of unscheduled care practice.

## Project

The NES 'framework' document '*Out of Hours: Mapping and supporting new roles for practitioners in unscheduled care*' (NHS Education for Scotland, 2004) outlined a set of core competencies for 'Out of Hours' practitioners that had been agreed through national, multidisciplinary consultation. These competencies were based on a range of pre-existing frameworks. In the initial phase of this project, the competency framework was further refined, condensed and amended.

The competencies were rearranged to mirror an individual's journey of care through the 'Out of Hours' service. Eight main areas of practice were identified:

- Interpersonal communication and consulting skills
- Advanced clinical examination skills
- Diagnosis, decision-making and management
- Information and communication technology skills
- Referral and discharge
- Self care advice and health improvement
- Documentation
- Professional and ethical practice

The resulting framework [see appendix 1] includes the **generic** core competencies required to work in any 'Out of Hours' care context. These can be applied across a range of multidisciplinary roles.

The second phase of the project [see appendix 2] involved providing an outline mapping of the competency framework to the NHS Knowledge and Skills Framework (Department of Health, 2004). A great deal of invaluable work had already been completed by NHS

Grampian and NHS Highland on mapping competencies to roles, and this work was used as the basis for further development. For illustrative purposes, the generic competencies were mapped to KSF domains and levels, and examples are offered of evidence that may support achievement of competency. It must be stressed that these are **examples** only - other dimensions and examples of evidence may subsequently be added that are specific to local contexts.

### **Roles within the OoH/Unscheduled Care Service**

It has been identified that new practitioner roles contribute to the service in a variety of ways, influenced by skill mix, organisational, operational and geographical contexts. Furthermore, as nurse, AHP and Paramedic roles are at different stages of development across NHS Scotland, it is important that our expectations of individual practitioner roles are responsive to those variations. Three 'stages' of practice, or role development within the OoH/Unscheduled care service, were identified at the NES-sponsored event held in Polmont in September 2004 (Report available at: [www.nes.scot.nhs/ooh/](http://www.nes.scot.nhs/ooh/)).

These were:

- Stage 1 – Practitioner working under supervision
- Stage 2 – Practitioner working with decision-making support
- Stage 3 – Practitioner working autonomously.

The role descriptors for these stages were outlined to provide a guide to the kind of skills and educational preparation which practitioners might require to contribute effectively to the service. The three stages also reflected a developmental continuum where the breadth and depth of the practitioners contribution to the service expanded as their range of skills and level of competence grew.

In essence, what differentiates the three stages is not the competency being undertaken, but the level of supervision required to ensure both safe and effective clinical practice. Whilst many of the examples of application that have been outlined in this framework are common to all stages of practice, the level of supervision required will differ. Other examples of application will only be appropriate to practitioners working at a higher level of practice.

In 2004/5, NES supported Scottish Higher Education Institutions (HEI) in mapping their educational programmes against the initial competency framework. This process has allowed HEIs to demonstrate which competencies in this context are likely to be supported by particular programmes of education, and where new programmes require to be developed to address service demand. This in turn has supported service managers and individual practitioners in choosing appropriate programmes of preparation to suit their learning and skills needs. There are now an excellent range of programmes of preparation available across Scotland to support this agenda.

With the revision of this competency framework, it is envisaged that HEIs offering educational provision for 'Out of Hours' services will incorporate the framework into their curricula and use the mapping exercise as a building block around which to structure learning portfolios.

Recent developments within NES will see the piloting of work on assessment and supervision in OoH/Unscheduled care which will seek to provide a nationally recognised process and tools for assessing achievement of clinical competence. This element will tie together the educational preparation, clinical practice, assessment and academic accreditation process with the underpinning competency framework.

### **Consultation Process**

Following completion of initial work on the competency framework, a multidisciplinary consultation exercise was undertaken. Consultation events were held at Stirling, Inverness and Grampian. Individuals unable to attend an event were offered the opportunity to feedback in writing.

Feedback regarding the competency framework and the mapping exercise was, generally, positive. The need to confine the framework to 'Out of Hours' provision was emphasised, especially in light of the rate at which 'Unscheduled Care' appeared to be expanding to encompass a much larger range of services. (This is not to preclude the potential for the framework to inform any developments relating to 'Unscheduled Care'). It was felt that the core competencies detailed in the revised framework were appropriate.

A great deal of discussion took place regarding the different level of competency required in different care contexts. It was acknowledged that there was a need to demonstrate progression through the three stages of practice within the examples of application offered, however, it was not felt that it was appropriate to be too prescriptive. Examples of evidence of competence should be tailored to meet diverse local needs.

Based on the feedback from the consultation exercise further work was done on including examples of application within the framework to demonstrate progression in clinical competence. While designed for a particular purpose, it is important that this framework is seen as continually evolving rather than fixed in time or context.

### **Using the Framework**

NHS Quality Improvement Scotland (2004) stress that the public need to be confident that practitioners providing 'Out of Hours' services have the right training and skills. In order to meet the requirements of clinical governance, all health care providers will have to demonstrate that practitioners in their employ have achieved the appropriate standard of competency. Higher Education Institutions can facilitate this by ensuring that the competency framework is integrated into formal educational provision. To support this aim, a national higher education working group has been set up to look at benchmarking 'Out of Hours' educational curricula against this framework to build upon the curriculum mapping work supported by NES in 2004/5. However, not all practitioners will be undertaking university approved courses, or will have already undertaken development programmes, and it is essential that service providers and individual practitioners have clear evidence of competence. How service providers apply the competency framework will depend on local care contexts and needs.

The following suggestions are offered as ways in which the framework may be used by managers and practitioners to develop roles in practice:

- **Identifying the types of competencies required by practitioners within a service**  
Depending upon the clinical, organisational and geographical context in which the service is delivered, there will be different levels of competency required. The skills and competencies needed in any specific locality will be influenced by skill mix, availability of decision-making support, and client group. The framework can help by providing a map of what is needed when planning a new service, or developing an existing one.
- **Individual practitioner development needs discussed between practitioner/manager and Personal Development Plan devised.**  
Mapping existing skills and competencies is as essential as developing new ones. Using the framework can support both individual practitioners and service managers in identifying the strengths and learning needs of their existing staff. This is likely to support decision-making regarding what additional training may be required to support practitioners as they undertake new roles. Achievement can be reviewed by individual/manager and plans made for ongoing updating and progression.
- **Identification of a suitable qualified clinical practice supervisor to support and assess the student in practice.**  
Clarifying which competencies require to be achieved will allow managers and practitioners to select other clinicians best suited to supporting their learning needs and providing a robust 'sign-off' of their competence.
- **Identification of suitable clinical placements to facilitate the achievement of competencies**  
Identifying any specific competencies to be achieved is helpful if practitioners require additional placement experience to provide or consolidate skills learning. Areas which are likely to support achievement can then be chosen.
- **Having undertaken appropriate clinical placements, student produces portfolio of evidence of competency, based on the NES framework, which is assessed by clinical practice supervisor**  
The competencies provide a detailed framework upon which assessment of achievement can be based. In addition, NES will use this framework to support the development of robust clinical assessment tools as part of the pilot work on the nascent national competence assessment standard.

## Summary

The 'Out of Hours'/'Unscheduled Care' arena continues to evolve and develop. In order to meet the needs of service and individual practitioners it is essential that the competency framework develops in conjunction with this. Like any other competency framework, it will need to be evaluated, reviewed and adapted.

The underpinning work done by others was invaluable in informing this project and in providing a base upon which to build the framework. Care needs to be taken to ensure that the framework is integrated with other, emerging and established competency frameworks to ensure that effort is not duplicated. NES will therefore continue to support the linking of this work to framework development in areas such as A&E, and to the considerable body of work undertaken by Skills for Health.

The project has produced a framework that is national and generic, rather than local and specific. Further work needs to be carried out at a local level to enable the framework to guide multidisciplinary role developments in 'Out of Hours' care.

## References

Department of Health (2004) *NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process*. Department of Health: London

NHS Education for Scotland (2004) *Out of Hours & Unscheduled Care: Supporting the development of practitioners across Scotland*. Online. Accessible at <http://www.nes.scot.nhs.uk/OOH/docs/OutofHoursframeworkdocument.pdf>

NHS Education for Scotland (2004) *Out of Hours: Facilitating education to support new roles*. Online. Accessible at <http://www.nes.scot.nhs.uk/OOH/docs/NES%20%27Out-of-Hours%27%20Event%20Report.pdf>

NHS Quality Improvement Scotland (2004) *The Provision of Safe and Effective Primary Medical Services Out-of-Hours*. NHS Quality Improvement Scotland: Edinburgh

NHS Scotland (2005) *A National Framework for Service Change in the NHS in Scotland: Building a health service fit for the future*. Scottish Executive: Edinburgh

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**'Out of Hours'/  
'Unscheduled Care'**  
Competency Framework

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<b>Area of practice</b>	<b>Competency descriptors</b>
<b>Interpersonal Communication and Consulting Skills</b>	<ol style="list-style-type: none"> <li>1. Communicate effectively with individuals and others using appropriate communication and interpersonal skills.</li> <li>2. Facilitate patient involvement at all levels of the service and respect the patient's right to make the final decision over treatment.</li> <li>3. Appraise the effects the environment may have upon interaction with the patient.</li> <li>4. Demonstrate the ability to avoid, minimise and control aggressive incidents.</li> <li>5. Initiate timely and appropriate consultation with other health professionals as indicated by patient needs.</li> <li>6. Contribute to patient/carer safety by ensuring a safe consultation through the use of agreed quality assured and risk management strategies.</li> <li>7. Develop and sustain professional relationships with other members of multidisciplinary and multi-agency teams</li> </ol>

<b>Area of practice</b>	<b>Competency descriptors</b>
<b>Advanced Clinical Examination skills</b>	<ol style="list-style-type: none"> <li>1. Understand the physical, physiological and psychosocial stages of human development.</li> <li>2. Demonstrate sufficiently detailed knowledge of the normal anatomy and physiology to assess conditions commonly seen in patients presenting for unscheduled care.</li> <li>3. Demonstrate sufficient detailed knowledge of normal anatomy to conduct appropriate clinical examinations.</li> <li>4. Demonstrate knowledge of the anatomy, physiology and pathology sufficient to understand the conditions commonly seen in practice.</li> <li>5. Perform detailed clinical examination relevant to the patients presenting problem and any associated systems.</li> <li>6. Perform or request common screening and diagnostic tests.</li> </ol>

<b>Area of practice</b>	<b>Competency descriptors</b>
<b>Documentation</b>	<ol style="list-style-type: none"> <li>1. Document the patient's condition using appropriate terminology, format and technology</li> <li>2. Initiate on-going review of appropriate clinical audits of documentation.</li> <li>3. Record an accurate and appropriate clinical history in line with NMC guidelines and local policy.</li> </ol>

<b>Area of practice</b>	<b>Competency descriptors</b>
<b>Diagnosis, Decision-making and Management</b>	<ol style="list-style-type: none"> <li>1. Demonstrate clinical reasoning and the ability to identify differential diagnoses.</li> <li>2. Understand the significance of the patient's past medical history.</li> <li>3. Demonstrate the ability to interpret assessment findings to identify both normal and abnormal findings.</li> <li>4. Investigate and determine differential diagnosis and needs.</li> <li>5. Prioritise health problems and intervene appropriately.</li> <li>6. Apply critical thinking in the use of unit protocols or guidelines.</li> <li>7. Evaluate results of interventions and instigate appropriate changes in treatment plan.</li> <li>8. Understand the range of treatments available for common presentations, their rationales, differential use and potential complications and implement appropriate management plans in consultation with the patient.</li> <li>9. Provide supporting evidence to explain deviations from normal practice in order to justify own professional decisions.</li> <li>10. Ensure that all management plans take into account any potential complications.</li> <li>11. Use all equipment for clinical investigation and treatment appropriately and effectively.</li> <li>12. Safely delegate aspects of patient's treatment as part of the patient's care plan.</li> </ol>

<b>Area of practice</b>	<b>Competency descriptors</b>
<b>I&amp;CT Skills (Telemedicine, Telephone and Video-conferencing)</b>	<ol style="list-style-type: none"> <li>1. Communicate the patient's condition using appropriate terminology, format and technology.</li> <li>2. Make comprehensive assessment of differential possibilities and give accurate and safe advice on the telephone.</li> </ol>

<b>Area of practice</b>	<b>Competency descriptors</b>
<b>Referral and Discharge</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to work within broadly accepted parameters of practice, acknowledge own limitations and recognise when to seek advice or to refer.</li> <li>2. Initiate timely and appropriate referral with other health professionals as indicated by patient needs.</li> <li>3. Justify decisions for referring or seeking advice</li> <li>4. Arrange appropriate review and follow up.</li> <li>5. Ensure appropriate written advice is given.</li> </ol>

<b>Area of practice</b>	<b>Competency descriptors</b>
<b>Self Care Advice and Health Improvement</b>	<ol style="list-style-type: none"> <li>1. Contribute to raising awareness of health issues.</li> <li>2. Provide relevant health advice, including health promotion, where appropriate.</li> <li>3. Advise patient on drug regimes, potential side effects and interactions.</li> </ol>

Appendix Two:

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**‘Out of Hours’/  
‘Unscheduled Care’  
Competency Framework:  
*Outline Mapping to the KSF***

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## Interpersonal Communication and Consultation Skills

<b>COMPETENCY</b>	<b>MAPPING TO KSF</b>	<b>EXAMPLES OF APPLICATION</b>
<p><b>Communicate effectively with individuals and others using appropriate communication and interpersonal skills.</b></p>	<p>CORE 1-L3 Establish and maintain effective communication with individuals and groups about difficult or complex matters, overcoming any problems in communication</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to communicate sensitively and appropriately with patients</li> <li>• Is aware of, can appraise and overcome barriers to communication</li> <li>• Supports individuals with specific communication needs</li> <li>• Uses a range of appropriate communication techniques in order to meet the needs of patients</li> <li>• Demonstrates the ability to respond rapidly to the communication needs of patients</li> </ul>
<p><b>Facilitate patient involvement at all levels of the service and respect the patient's right to make the final decision over treatment.</b></p>	<p>CORE 1-L3 Establish and maintain effective communication with individuals and groups about difficult or complex matters, overcoming any problems in communication</p>	<ul style="list-style-type: none"> <li>• Listens to patient's views of the service and implements appropriate actions</li> <li>• Facilitates patient involvement at other levels of service</li> <li>• Acknowledges the importance of patient representative groups in shaping service provision</li> <li>• Determines patient capacity for involvement in decisions regarding treatment</li> <li>• Acts as patient advocate with regard to treatment, where appropriate</li> <li>• Demonstrates expertise in delivering care in the best interest of the patient</li> </ul>
<p><b>Appraise the effects the environment may have upon interaction with the patient.</b></p>	<p>CORE 3-L2 Monitor and maintain health, safety and security of self and others in own work area</p>	<ul style="list-style-type: none"> <li>• Ensures patients wait and are examined in suitable environments</li> <li>• Is aware of the effect the environment has on their own and patient safety</li> </ul>

	CORE 6-L2 Support people's equality, diversity and rights	<ul style="list-style-type: none"> <li>• Maximises patient dignity at all time</li> <li>• Ensures appropriate equipment is available and used for all tasks</li> <li>• Adapts clinical environments to ensure promotion of effective interaction with patients</li> <li>• Leads the development of service provision to minimise adverse effects on patient-practitioner interaction</li> </ul>
<b>Demonstrate the ability to avoid, minimise and control aggressive incidents.</b>	CORE 3-L2 Monitor and maintain health, safety and security of self and others in own work area	<ul style="list-style-type: none"> <li>• Recognises risk factors that might promote aggressive incidents eg. drugs, alcohol, personality problems, waiting times, anxiety, lack of information etc.</li> <li>• Demonstrates skill in de-escalation of actual and potential aggressive situations</li> <li>• Manages aggressive or violent incidents appropriately</li> <li>• Identifies and reports risk factors in work environment</li> <li>• Complies with Division policies on aggression and violence</li> <li>• Engages in appropriate training</li> <li>• Leads the development of appropriate strategies for evaluating and managing violent and aggressive incidents.</li> </ul>

<p><b>Initiate timely and appropriate consultation with other health professionals as indicated by patient need.</b></p>	<p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs</p>	<ul style="list-style-type: none"> <li>• Recognises the circumstances when a full consultation is not required and acts appropriately to ensure delays in life-saving definitive management do not occur</li> <li>• Identifies the circumstances when a comprehensive assessment is required for referral</li> <li>• Shows awareness of circumstances when advice may need to be sought prior to a formal referral</li> <li>• Initiates rapid referral to other health professionals, where appropriate</li> </ul>
<p><b>Contribute to patient/carer safety by ensuring a safe consultation through the use of agreed quality assured and risk management strategies.</b></p>	<p>CORE 5-L3 Contribute to quality improvement</p>	<ul style="list-style-type: none"> <li>• Is aware of and complies with Division policies</li> <li>• Participates in audit when required</li> <li>• Analyses and acts on risk management strategies to ensure safe consultation</li> <li>• Participates in the development of risk management strategies</li> <li>• Participates in clinical audit activities relating to consultation</li> <li>• Initiates and leads the development of risk management strategies</li> <li>• Initiates and leads audit activities relating to consultation</li> </ul>

<p><b>Develop and sustain professional relationships with other members of multidisciplinary and multi-agency teams.</b></p>	<p>CORE 4- L4 Work in partnership with others to develop, take forward, and evaluate direction, policies and strategies</p> <p>CORE 1-L4 Develop and maintain communications with people on complex matters, issues and ideas and/or in complex situations</p>	<ul style="list-style-type: none"> <li>• Is aware of the contribution that other members of the multidisciplinary and multi-agency teams can make to service delivery</li> <li>• Communicates effectively with other members of the multidisciplinary and multi-agency teams</li> <li>• Demonstrates effectiveness in cross-boundary working</li> <li>• Acts in a consultancy role within the multidisciplinary and multi-professional team</li> </ul>
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## Advanced Clinical Examination Skills

<b>COMPETENCY</b>	<b>MAPPING TO KSF</b>	<b>EXAMPLES OF APPLICATION</b>
<p><b>Understand the physical, physiological and psychosocial stages of human development.</b></p>	<p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of human development across the lifespan</li> <li>• Is able to effectively examine patients of all ages</li> <li>• Understands the implications of different stages of human development for consent</li> <li>• Demonstrates how the stage of development a patient is at may modify the assessment process</li> <li>• Is aware of how age may impact on choice of treatment</li> <li>• Applies knowledge of human development to patient assessment processes</li> </ul>
<p><b>Demonstrate knowledge of the anatomy, physiology and pathophysiology sufficient to assess the conditions commonly seen in practice.</b></p>	<p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs</p>	<ul style="list-style-type: none"> <li>• Recognises the effect commonly seen conditions may have on anatomical structures and physiology</li> <li>• Can discuss the healing process in anatomical and physiological terms</li> <li>• Demonstrates knowledge of the disease and/or trauma process in anatomical and physiological terms for conditions commonly seen in practice</li> <li>• Understands the pathology of conditions commonly seen in practice</li> <li>• Applies knowledge of anatomy, physiology and pathophysiology when determining care interventions</li> <li>• Integrates advancement of knowledge in anatomy, physiology and pathophysiology to assessment processes</li> </ul>

<p><b>Demonstrate sufficiently detailed knowledge of normal anatomy to conduct appropriate clinical examinations</b></p>	<p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs</p>	<ul style="list-style-type: none"> <li>• Understands what anatomical structures are tested in various common clinical examinations</li> <li>• Relates the significance of particular clinical findings to underlying anatomical structures</li> <li>• Identifies significant anatomical structures during a clinical examination</li> </ul>
<p><b>Assess the health status and health care needs of an individual presenting for emergency assistance.</b></p>	<p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs</p>	<ul style="list-style-type: none"> <li>• Uses appropriate assessment tools</li> <li>• Critically appraises the effectiveness of assessment tools</li> <li>• Leads the development of appropriate assessment tools within their context of care</li> <li>• Effectively assesses and prioritises patient status and needs</li> <li>• Demonstrates advanced practice in assessing and prioritising care for patients with complex care needs</li> </ul>
<p><b>Perform detailed clinical examination relevant to the patient's presenting problem and any associated systems.</b></p>	<p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs</p> <p>CORE 1-L3 Establish and maintain effective communication with individuals and groups about difficult or complex matters, overcoming any problems in communication</p> <p>IK2-L3 Gather, analyse, interpret and present extensive and/or complex data and information</p>	<ul style="list-style-type: none"> <li>• Conducts basic physiological examination of the patient, including assessment of the respiratory and cardiovascular systems</li> <li>• Identifies the presence of potentially serious underlying problems</li> <li>• Differentiates normal from abnormal findings</li> <li>• Demonstrates knowledge of the normal range of physiological variables relating to basic physiological examination</li> <li>• Interprets common radiological investigations</li> <li>• Recognises the presence of alterations caused by alcohol and drugs</li> <li>• Demonstrates understanding of the impact of alcohol and drugs on clinical presentation</li> <li>• Records findings in an appropriate manner, compliant with Division policy</li> </ul>

<b>Request or perform common screening and diagnostic tests.</b>	HWB8-L3 Plan, undertake, evaluate and report biomedical investigations and or interventions.	<ul style="list-style-type: none"><li>• Demonstrates skill in performing all screening and diagnostic tests required to conduct</li><li>• Correctly and appropriately requests common investigations</li></ul>
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## Diagnosis, Decision-making and Management

<b>COMPETENCY</b>	<b>MAPPING TO KSF</b>	<b>EXAMPLES OF APPLICATION</b>
<b>Demonstrate clinical reasoning and the ability to identify differential diagnosis.</b>	<p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs</p> <p>HWB6-L3 Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans</p>	<ul style="list-style-type: none"> <li>Shows ability to think laterally and methodically</li> <li>Identifies and discusses possible differential diagnoses for a range of patients</li> <li>Offers justification for determining a particular diagnosis or course of treatment</li> <li>Ensures that clinical decisions made take into account possible differential diagnoses</li> <li>Integrates evidence and research into clinical decision making processes</li> </ul>
<b>Understand the significance of the patient's past medical history.</b>	<p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs</p> <p>HWB6-L3 Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans</p>	<ul style="list-style-type: none"> <li>Ensures that patient's tetanus status is in line with national guidelines, where appropriate</li> <li>Elicits a history of any allergies to medication and their constituents/other allergies</li> <li>Elicits patients medical history and relates information to presentation</li> </ul>
<b>Demonstrate the ability to interpret assessment findings to identify both normal and abnormal findings.</b>	<p>HWB6-L3 Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans</p> <p>IK2-L3 Gather, analyse, interpret and present extensive and/or complex data and information</p>	<ul style="list-style-type: none"> <li>Correctly interprets common screening and diagnostic tests likely to conduct</li> <li>Knows normal values of common blood tests</li> <li>Recognises the significance of abnormal values of common blood test in physiological terms</li> <li>Understands the significance of common radiological findings</li> <li>Correctly manages patients with common abnormal radiological findings and refers appropriately</li> <li>Instigates further investigations where assessment findings inconclusive</li> <li></li> </ul>
<b>Prioritise health problems and intervene appropriately.</b>	<p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to</p>	<ul style="list-style-type: none"> <li>Understands and is aware of physiological responses to illness and injury</li> <li>Rapidly assesses the undiagnosed patient</li> </ul>

	<p>meet these needs</p> <p>HWB5-L4 Plan deliver and evaluate care to address peoples complex health and wellbeing needs</p>	<ul style="list-style-type: none"> <li>• Initiates appropriate immediate management of urgent health problems</li> <li>• Initiates life-saving measures when required</li> <li>• Reviews patient effectively and alters management in response to changes in patient's condition</li> <li>• Demonstrates ability to prioritise interventions for patients with undifferentiated, undiagnosed problems</li> </ul>
<p><b>Apply critical thinking in the use of unit protocols or guidelines.</b></p>	<p>HWB6-L3 Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans</p> <p>HWB5-L4 Plan deliver and evaluate care to address peoples complex health and wellbeing needs</p>	<ul style="list-style-type: none"> <li>• Appraises the use of local protocols/guidelines for individual patients</li> <li>• Takes account of individual patient preferences</li> <li>• Safely manages patients with conditions not covered by locally agreed protocols/guidelines and refers where appropriate</li> <li>• Ensures that local protocols/guidelines are kept up to date and are based on appropriate clinical evidence</li> <li>• Contributes to the development of unit protocols and guidelines</li> <li>• Initiates the revision or development of new protocols/guidelines as appropriate</li> </ul> <p>Identifies and evaluates the evidence base for protocols and guidelines.</p>
<p><b>Evaluate results of interventions and instigate appropriate changes in treatment plans.</b></p>	<p>IK2-L3 Gather, analyse, interpret and present extensive and/or complex data and information</p> <p>HWB5-L4 Plan deliver and evaluate care to address peoples complex health and wellbeing needs</p>	<ul style="list-style-type: none"> <li>• Ensures that the patient is informed of what to expect following an intervention and what to do if adverse outcome occurs</li> <li>• Carries out appropriate observations on patients during and following interventions</li> <li>• Ensures appropriate follow up is provided for patients following any intervention</li> <li>• Demonstrates awareness of and minimises risks associate with interventions</li> <li>• Instigates changes in treatment plan or appropriate referral is made if outcome deviates from expected.</li> </ul>

<p><b>Understand the range of treatments available for common presentations, their rationale, differential use and potential complications.</b></p>	<p>HWB7-L3 Plan, deliver and evaluate interventions and/or treatments</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of possible treatment options for commonly encountered conditions</li> <li>• Applies national and local guidelines to treatment of commonly encountered conditions</li> <li>• Demonstrates skill in searching appropriate databases to identify best practice related to commonly encountered conditions</li> <li>• Evaluates the evidence base underpinning treatments</li> <li>• Integrates knowledge of evidence into treatment of patients.</li> </ul>
<p><b>Provide supporting evidence to explain deviations from normal practice in order to justify own professional decisions.</b></p>	<p>HWB7-L3 Plan, deliver and evaluate interventions and/or treatments</p> <p>HWB5-L4 Plan deliver and evaluate care to address peoples complex health and wellbeing needs</p>	<ul style="list-style-type: none"> <li>• Considers the appropriateness of local guidelines and protocols for individual patients</li> <li>• Takes account of patient preferences</li> <li>• Appropriately applies national clinical guidelines</li> <li>• Critically appraises relevant research findings and applies to individual situations</li> <li>• Is aware of the implications of deviating from normal practice</li> <li>• Justifies decisions with sound evidence base</li> <li>• Initiates changes to local protocols and/or guidelines, where appropriate</li> </ul>
<p><b>Ensure that all management plans take into account potential complications.</b></p>	<p>HWB7-L3 Plan, deliver and evaluate interventions and/or treatments</p> <p>CORE 3-L2 Monitor and maintain health, safety and security of self and others in own work area</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of a range of differential diagnoses for all presentations</li> <li>• Assesses risk in making clinical management decisions, including knowledge of possible serious diagnoses, potential complications and failures of selected treatment method</li> <li>• Initiates appropriate investigations to reduce the risk of misdiagnosis</li> <li>• Demonstrates awareness of the significance of the individual patient's circumstances in choosing a treatment pathway and reducing risk</li> </ul>

		<ul style="list-style-type: none"> <li>• Complies with local policy and the evidence base in choosing management pathways</li> <li>• Participates in the development of treatment pathways for a range of patients with complex care needs</li> <li>• Initiates the development of evidence based management plans for a range of patients with complex care needs</li> <li>• Uses appropriate means, including verbal and written advice, and review processes to monitor patient's progress and ensure return if required.</li> </ul>
<b>Use all equipment for clinical investigation and treatment appropriately and effectively.</b>	<p>CORE 3-L2 Monitor and maintain health, safety and security of self and others in own work area</p>	<ul style="list-style-type: none"> <li>• Follows local policies for training, assessment and updating of skills in relation to equipment in use</li> <li>• Ensures that all equipment in use is working properly and is safe, and takes required steps to remedy any defects</li> <li>• Maintains own and patient's safety during all procedures</li> <li>• Audits and evaluates the use of equipment</li> <li>• Evaluates available data on equipment for investigations and makes recommendations regarding suitability of such equipment</li> </ul>
<b>Safely delegate aspects of the patient's treatment as part of patient's care plan</b>	<p>HWB7-L3 Plan, deliver and evaluate interventions and/or treatments</p> <p>CORE 3-L2 Monitor and maintain health, safety and security of self and others in own work area</p>	<ul style="list-style-type: none"> <li>• Understands training and roles of colleagues who have different levels of skills</li> <li>• Ensures that any person who carries out treatment is competent and permitted to perform such treatment</li> <li>• Effectively intervenes where other members of healthcare team experiencing difficulty in undertaking delegated tasks</li> <li>• Ensures that any request for delegated treatment is put in writing and signed for, in line with any local and national policies, and that the treatment given is properly recorded</li> </ul>

		<ul style="list-style-type: none"><li>• Makes the patient aware of role of carers, and that all aspects of care are provided, including full and consistent explanation and advice</li><li>• Demonstrates expertise in negotiating delegated treatment with multi-professional, multi-agency teams</li></ul>
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## I & CT Skills (Telemedicine, Telephone and Video-conferencing)

<b>COMPETENCY</b>	<b>MAPPING TO KSF</b>	<b>APPLICATION</b>
<b>Make comprehensive assessment of differential possibilities using the telephone and telemetry</b>	<p>CORE 1-L3 Establish and maintain effective communication with individuals and groups about difficult or complex matters overcoming any problems in communication</p> <p>CORE 3-L2 Monitor and maintain health, safety and security of self and others in own work area</p> <p>HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs</p>	<ul style="list-style-type: none"> <li>• Complies with local policies for the documentation of telephone and telemetry information</li> <li>• Applies principles of taking a clinical history to telephone situation, eliciting full history of all relevant circumstances although patient is not physically present</li> <li>• Maintains patient confidentiality</li> <li>• Demonstrates competency in using any communication aids which are in local use</li> </ul>
<b>Communicate the patient's condition using appropriate terminology, format and technology.</b>	<p>CORE 3-L2 Monitor and maintain health, safety and security of self and others in own work area</p> <p>CORE 1-L3 Establish and maintain effective communication with individuals and groups about difficult or complex matters overcoming any problems in communication</p>	<ul style="list-style-type: none"> <li>• Uses anatomical terminology to communicate a patient's condition accurately and concisely</li> <li>• Writes comprehensive, structured records of the patient's presenting condition, medical history and examination findings</li> <li>• Effectively communicates the patient's condition using the telephone and other appropriate technology</li> <li>• Supports other practitioners to communicate effectively using technology</li> <li>• Obtains and transmits telemetry on the health status of an individual</li> <li>• Provides safe and effective advice over the telephone and documents appropriately</li> </ul>

## Referral and Discharge

<b>COMPETENCY</b>	<b>MAPPING TO KSF</b>	<b>APPLICATION</b>
<b>Demonstrate the ability to work within broadly accepted parameters of practice, acknowledge own limitations and recognise when to seek advice or to refer.</b>	HWB7-L3 Plan, deliver and evaluate interventions and/or treatments	<ul style="list-style-type: none"> <li>• Uses locally agreed evidence based protocols/guidelines to facilitate practice</li> <li>• Recognises that not all patients will present with conditions which fall within locally agreed protocols/guidelines</li> <li>• Demonstrates awareness of own professional limitations and is able to appropriately seek advice or refer</li> <li>• Demonstrates the ability to push the boundaries of practice by working safely beyond the scope of conventional practice</li> </ul>
<b>Initiate timely and appropriate referral with other health professionals as indicated by patient needs.</b>	HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs HWB7-L3 Plan, deliver and evaluate interventions and/or treatments	<ul style="list-style-type: none"> <li>• Recognises rapidly when referral is required and acts appropriately to ensure delays in life-saving definitive management do not occur</li> <li>• Ensures that patients who cannot be cared for by a out of hours/unscheduled care practitioner are referred in timely manner to an appropriate professional or other agency</li> <li>• Makes appropriate communication in person, by phone and in writing, to implement referral</li> <li>• Works with others to facilitate the transfer of individuals between agencies or services</li> </ul>
<b>Justify decisions for referring or seeking advice.</b>	HWB2-L4 Assess complex health and wellbeing needs and develop, monitor and review care plan to meet these needs	<ul style="list-style-type: none"> <li>• Recognises circumstances where own level of knowledge and skills are not sufficient to completely manage a patient's whole episode of care</li> <li>• Recognises the limitations of locally agreed protocols/guidelines</li> <li>• Demonstrates knowledge of normal local referral pathways for commonly seen conditions</li> <li>• Demonstrates ability to use evidence based material to justify referral decisions</li> <li>• Evaluates evidence base on which referral decisions are made</li> </ul>

<p><b>Arrange appropriate review and follow up.</b></p>	<p>HWB7-L3 Plan, deliver and evaluate interventions and/or treatments</p>	<ul style="list-style-type: none"> <li>• Ensures that appropriate review or follow up is made to facilitate treatment or further assessment</li> <li>• Recognises that it is complete assessment is not always possible at initial presentation and arranges further follow up</li> <li>• Takes the patient's social circumstances into account when planning follow up</li> </ul>
<p><b>Ensure appropriate written advice is given prior to discharge.</b></p>	<p>CORE 1-L3 Develop and maintain communications with people about difficult matters and/or in difficult situations</p>	<ul style="list-style-type: none"> <li>• Complies with local policies for ensuring accuracy, safety and consistency of written patient advice</li> <li>• Ensures that advice sheets in own area are updated in line with changes in current evidence</li> <li>• Ensures that advice sheet are in clear language and are available in the languages likely to be required in the local area</li> <li>• Complies with policies for giving advice sheets to patients and relatives, especially in regard to head injuries and medicine</li> <li>• Ensures that the patient understands the contents of written advice</li> <li>• Participates in the development of written advice sheets for a range of patients</li> <li>• Instigates and leads the development of written advice for a range of patients</li> </ul>

## Self Care Advice and Health Improvement

<b>COMPETENCY</b>	<b>MAPPING TO KSF</b>	<b>APPLICATION</b>
<b>Contribute to raising awareness of health issues.</b>	HWB1-L1 Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	<ul style="list-style-type: none"> <li>• Raises awareness of the signs and symptoms of life threatening diseases</li> <li>• Promotes a health and safety culture within the workplace</li> <li>• Maintains health and safety, and infection control within the care environment</li> <li>• Evaluates and appraises available evidence base on health issues</li> <li>• Integrates current evidence base on health and safety and infection control into practice</li> <li>• Disseminates current information on health issues to colleagues</li> </ul>
<b>Provide relevant health advice, including health promotion, where appropriate.</b>	HWB1-L1 Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	<ul style="list-style-type: none"> <li>• Ensures that any appropriate opportunity is taken for giving and/or reinforcing health improvement advice</li> <li>• Recognises that there are occasions when the above is not appropriate</li> <li>• Communicates in a language and level appropriate to the individual patient</li> <li>• Encourages the patient to take ownership of their health</li> <li>• Makes use of written materials for health improvement</li> <li>• Demonstrates the ability to integrate different health promotion strategies into care</li> <li>• Evaluates the use of health promotion strategies, where possible</li> <li>• Establishes new practices which are underpinned by contemporary health promotion knowledge</li> </ul>
<b>Advise patients on drug regimes, potential side effects and interactions.</b>	CORE 1-L3 Establish and maintain effective communication with individuals and groups about difficult or complex matters, overcoming any problems in communication	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of drug regimes, potential side effects and interactions of commonly prescribed medications</li> <li>• Communicates appropriate information regarding drugs in a language and level appropriate to individual patient</li> </ul>

	IK3-L2 Maintain knowledge and information resources and help others to access and use them	<ul style="list-style-type: none"><li>• Provides written information for patients in line with national standards</li><li>• Evaluates the potential impact of drug regimes on a patient and informs the patient accordingly</li></ul>
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## Documentation

<b>COMPETENCY</b>	<b>MAPPING TO KSF</b>	<b>APPLICATION</b>
<b>Document the patient's condition using appropriate terminology, format and technology.</b>	<p>CORE 3-L2 Monitor and maintain health, safety and security of self and others in own work area</p> <p>CORE 1-L3 Establish and maintain effective communication with individuals and groups about difficult or complex matters overcoming any problems in communication</p>	<ul style="list-style-type: none"> <li>• Uses anatomical terminology to document a patient's condition accurately and concisely</li> <li>• Writes comprehensive, structured records of the patient's presenting condition, medical history and examination findings and management</li> <li>• Stores and shares all relevant information relating to the treatment and care of patients</li> <li>• Supports other practitioners to document effectively using technology</li> <li>• Communicates safely and effectively using technology and documents appropriately</li> </ul>
<b>Initiate on-going review of appropriate clinical audits of documentation.</b>	<p>CORE 5-L3 Contribute to quality improvement</p>	<ul style="list-style-type: none"> <li>• Sets appropriate standards in documentation</li> <li>• Shows awareness of the importance of systematic data collection on documentation</li> <li>• Evaluates the results of audits of documentation and implements change, where necessary</li> <li>• Initiates re-audits, where appropriate</li> <li>• Participates with other members of the multidisciplinary team in the audit process</li> </ul>
<b>Record an accurate and appropriate clinical history in line with the professional guidelines and local policy</b>	<p>CORE 1-L3 Establish and maintain effective communication with individuals and groups about difficult or complex matters overcoming any problems in communication</p>	<ul style="list-style-type: none"> <li>• Takes sufficiently detailed clinical histories appropriate to the presenting condition</li> <li>• Takes account of the patient's social circumstances, past medical history, medications and psychological state and documents accordingly</li> <li>• Records findings in an appropriate manner, compliant with local policy and NMC guidelines</li> </ul>

## Professional and Ethical Practice

<b>COMPETENCY</b>	<b>MAPPING TO KSF</b>	<b>APPLICATION</b>
<b>Understand the concept of autonomy and its relationship to accountability and authority</b>	<p>CORE 5-L3 Contribute to quality improvement</p> <p>G1-L2 Enable people to learn and develop</p> <p>CORE 2-L3 Develop oneself and contribute to the development of others</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of the concepts of accountability, authority and autonomy</li> <li>• Takes responsibility for actions in accordance with prescribed level of competence</li> <li>• Evaluates the impact of accountability on own professional practice, on the professional practice of others and on service delivery</li> <li>• Advises other members of health team on issues relating to accountability</li> </ul>
<b>Practice in accordance with an ethical, legal and organisational policy framework that ensures the primacy of patient/carer interest and well being</b>	<p>HWB3-L3 Implement aspects of a protection plan and review its effectiveness</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of the medico-legal aspects of practice and integrates these into practice</li> <li>• Demonstrates knowledge relating to child protection issues and how to manage any concerns</li> <li>• Demonstrates knowledge of the laws surrounding the prescription, administration, storage and documentation of medicines</li> <li>• Demonstrates knowledge of relevant international, national and local legislation and policy which has an impact on patient's rights</li> <li>• Integrates legal and ethical principles into professional practice</li> <li>• Evaluates current literature/research on ethics and legal issues and disseminates to colleagues</li> <li>• Advises other members of health team on ethical and legal issues</li> </ul>
<b>Support, promote and contribute to a culture that values and respects the equality, diversity, rights and responsibilities of individuals</b>	<p>CORE 6-L2 Support people's equality, diversity and rights</p>	<ul style="list-style-type: none"> <li>• Acknowledges personal biases and prevents these interfering with the delivery of care</li> <li>• Delivers care in a culturally sensitive way</li> <li>• Accesses appropriate resources to deliver care to patients from a variety of cultures</li> <li>• Incorporates patient's beliefs into plan of care, where appropriate</li> </ul>

		<ul style="list-style-type: none"> <li>• Intervenes appropriately when individuals not treated with respect and dignity</li> <li>• Participates in the development of clinical environments which promote equality</li> <li>• Participates in the development of management plans which are underpinned by the principles of equality</li> <li>• Evaluates service provision in relation to equality and instigate changes, if required</li> </ul>
<b>Reflect upon and develop own practice using supervision and support systems</b>	<p>CORE 5-L3 Contribute to quality improvement</p> <p>CORE 2-L3 Develop oneself and contribute to the development of others</p>	<ul style="list-style-type: none"> <li>• Effectively applies reflective framework to own practice</li> <li>• Identifies own learning needs through reflection and peer review</li> <li>• Takes responsibility for own continuing professional development</li> <li>• Identifies appropriate sources of knowledge to underpin practice</li> <li>• Accesses appropriate courses to develop personal practice</li> <li>• Continually updates knowledge and skills</li> <li>• Accesses opportunities for clinical supervision and assessment</li> <li>• Produces personal development plan</li> </ul>
<b>Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching</b>	<p>CORE 5-L3 Contribute to quality improvement</p> <p>G1-L2 Enable people to learn and develop</p> <p>CORE 2-L3 Develop oneself and contribute to the development of others</p>	<ul style="list-style-type: none"> <li>• Identifies the learning needs of practitioners</li> <li>• Prepares teaching materials to support practitioners</li> <li>• Provides appropriate clinical supervision to practitioners in own and other professions</li> <li>• Promotes and encourages effective learning environments</li> <li>• Acts as a teacher and mentor for students</li> <li>• Acts as an educational resource for other health practitioners</li> </ul>
<b>Continually monitor quality and clinical effectiveness, report and act on results</b>	<p>CORE 5-L3 Contribute to quality improvement</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of how clinical practice is, or could be, monitored</li> <li>• Uses appropriate reporting systems</li> <li>• Acts on results related to an increase in risk/adverse effect on quality</li> </ul>

		<ul style="list-style-type: none"> <li>• Participates in audits to monitor care delivery</li> <li>• Demonstrates change management skills in response to audit findings</li> <li>• Promotes an open, transparent culture in order to learn from mistakes</li> <li>• Ensures that practitioners receive regular feedback</li> <li>• Initiates action if quality of care is reduced</li> </ul>
<b>Challenge professional and organisational boundaries in order to improve healthcare delivery and outcomes</b>	<p>CORE 4-L4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>CORE 3-L4 Maintain and develop an environment and culture that improves, health, safety and security</p>	<ul style="list-style-type: none"> <li>• Identifies professional or organisational boundaries which have an adverse effect on patient care</li> <li>• Plan, with other appropriate members of multidisciplinary team, possible changes to improve the delivery of healthcare and outcomes</li> <li>• Identifies to whom a case should be made for possible changes and present such cases</li> <li>• Demonstrates understanding of the change process and uses this to anticipate and deal with change in own area</li> <li>• Shows the capacity to lead the management and administration of the out of hours/unscheduled care service</li> </ul>
<b>Contribute to the implementation of evidence and research based practice</b>	<p>CORE 5-L3 Contribute to quality improvement</p>	<ul style="list-style-type: none"> <li>• Critically evaluates own practice and that of others</li> <li>• Accesses and uses different levels of evidence and research</li> <li>• Demonstrates the skill of critical appraisal of evidence and research</li> <li>• Participates, where appropriate, in research studies</li> <li>• Identifies potential areas for research</li> <li>• Participates in research studies, where appropriate</li> <li>• Disseminates relevant evidence and research findings to other health professionals</li> </ul>
<b>Locate, critically appraise and implement evidence relevant to practice</b>	<p>CORE 5-L3 Contribute to quality improvement</p> <p>IK3-L1 Access, appraise and apply knowledge information</p>	<ul style="list-style-type: none"> <li>• Accesses research relevant to clinical practice</li> <li>• Critically appraises relevant research findings</li> <li>• Applies appropriate research findings to practice</li> <li>• Audits changes in practice based on research findings</li> <li>• Maintains a mechanism for the debate and introduction of change in own workplace</li> </ul>

<p><b>Initiate and participates in appropriate clinical audits</b></p>	<p>CORE 5-L3 Contribute to quality improvement</p>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the audit cycle</li> <li>• Identifies appropriate areas of practice for clinical audit</li> <li>• Sets appropriate clinical standards</li> <li>• Evaluates results of audit and implements necessary change</li> <li>• Is aware of the importance of re-auditing</li> <li>• Participates in the audit process with other members of the multidisciplinary team</li> <li>• Instigates and leads relevant audit activities</li> <li>• Manages the implementation of change resulting from audit activity</li> </ul>
<p><b>Conduct ongoing risk assessment of own and other's practice</b></p>	<p>CORE 5-L3 Contribute to quality improvement</p> <p>CORE 3-L4 Maintain and develop an environment and culture that improves, health, safety and security</p>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of personal responsibility for implementation of health and safety policies</li> <li>• Ensures that any risk in clinical procedures is fully assessed and minimised as part of the decision making process</li> <li>• Observes all procedures to protect self and patient in exposure prone situations</li> <li>• Implements and monitors the effectiveness of infection control policies</li> <li>• Implements Control of Substances Hazardous to Health policies</li> <li>• Monitors and records all incident in accordance with local policy</li> <li>• Contributes to the development of risk assessment strategies</li> </ul>
<p><b>Initiate and contribute to the development of new protocols and guidelines for local use, synthesising different and conflicting information from a variety of different sources</b></p>	<p>CORE 5-L3 Contribute to quality improvement</p> <p>CORE 3-L4 Maintain and develop an environment and culture that improves, health, safety and security</p>	<ul style="list-style-type: none"> <li>• Identifies clinical scenarios suitable for a local guideline or protocol</li> <li>• Demonstrates understanding of the use of guidelines and protocols in practice</li> <li>• Participates in the development of local guidelines and protocols</li> <li>• Instigates and leads the development of new local guidelines or protocols</li> <li>• Convenes appropriate multidisciplinary teams to develop local guidelines or protocols</li> </ul>

		<ul style="list-style-type: none"><li>• Undertakes effective searches to provide underpinning evidence for guideline or protocol</li><li>• Evaluates the evidence base used to underpin guidelines and protocols</li><li>• Audits new guidelines or protocols and instigates changes, where necessary</li></ul>
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