



Competence Areas – TIER I

1	Holistic Assessment and Diagnosis	3
2	Management and Monitoring	5
3	Communication	6
4	Patient Education and Enhancing Self-Management	7

1. Holistic Assessment and Diagnosis

Competence statement:

This competence refers to the knowledge, skills and attitudes required to assess (and diagnose) patients in acute and long term management of asthma, COPD and other respiratory conditions.

Rating Scale: 1 Needs a lot of development

2 Needs some development

3 Is well developed

T1 Knowledge	1	2	3
1 Identify lifestyle and other risk factors that impact on respiratory health			
2 Describe the anatomy and physiology of the cardio-respiratory and oxygen transport carrying systems			
3 Describe the aetiology, pathophysiology and natural history of COPD, asthma and other respiratory conditions			
4 Outline link between asthma and atopy			
5 Outline the impact of disease on the physical, psychosocial, cultural, spiritual and social health of patient/carer			
6 Outline components of history taking and holistic assessment to identify respiratory care needs			
7 Identify the signs and symptoms of exacerbations			
8 Describe the relevant organisational policies and procedures for assessment and diagnosis including those for deteriorating and emergency patients			
9 Identify the roles of multi-professional team members in assessment and diagnostic process			
10 Describe referral criteria for specialist assessment and guidance			
11 Describe scope of own practice and role in assessment and diagnostic process			
12 Awareness of palliative care indicators outlined in the End of Life Care Operating System (ELCOS) for the identification of palliative care needs.			
T1 Skills	1	2	3
1 Promote healthy lifestyle behaviours in individuals and groups			
2 Obtain informed consent for assessment process			
3 Carry out holistic assessment to identify patient/carer respiratory care needs			
3 Use clinical judgement to make accurate and effective decisions			
5 Engage and negotiate with patient/carer to determine individualised needs and wishes			
6 Report abnormality and seek guidance according to policies and procedures			
7 Develop partnerships with multi-professional teams in assessment and diagnostic process to promote seamless and timely healthcare			

1. Holistic Assessment and Diagnosis

T1 Skills (contd.)		1	2	3
8	Refer to other specialists or senior colleagues in timely manner when there is uncertainty over assessment or diagnostic process			
9	Discuss outcomes of assessment and/or diagnostic process with patient/carer within scope of own role			
10	Accurately document findings and actions			
T1 Attitudes		1	2	3
1	Value and foster the unique needs of patient and carer, taking into account their wishes and preferences to enable the delivery of safe and effective care			
2	Value the need for clear communication with patient and carer			
3	Value seamless healthcare across sectors			
4	Show awareness of professional accountability with regard to ensuring referrals are acted on by relevant health professionals/agencies			
4	Value the contribution of other health professionals/agencies			
6	Value the need for early identification for palliative/supportive care to alleviate symptoms and suffering			

2. Management and Monitoring

Competence statement:

This competence refers to the knowledge, skills and attitudes required to plan, implement, monitor and evaluate care based on ongoing assessment in acute and long term management of asthma, COPD and other respiratory conditions.

Rating Scale: 1 Needs a lot of development

2 Needs some development

3 Is well developed

T1 Knowledge	1	2	3
1 Describe the aetiology, pathophysiology and natural history of respiratory conditions including COPD and asthma			
2 Describe the relevant organisational policies and procedures for treatment, management and review including those for deteriorating and emergency patients			
3 Describe the aetiology, pathophysiology and natural history of respiratory conditions including COPD and asthma			
4 Outline rationale for treatment options and how their effectiveness might be determined			
5 Identify the contribution of assessment and monitoring tools, technological interventions and health promotion to the management, monitoring and evaluating process			
6 Describe scope of own practice and role in management and monitoring of patients			
7 Recognise and understand roles and responsibilities of senior and specialist health care practitioners			
8 Describe referral criteria to specialist practitioner for assessment and guidance regarding effectiveness or safety of management plan			
9 Awareness of the contributing factors to enhance concordance with medication regimes			
T1 Skills	1	2	3
1 Obtain informed consent for management and monitoring process			
2 Agree aims of management with patient/carer			
3 Plan, implement, monitor and review safety and effectiveness of treatment and individualised management plans in accordance with organisational policy, procedures and protocols			
3 Discuss treatment and monitoring findings with patient healthcare team			
5 Refer to specialist or senior practitioners for guidance and/or assessment in a timely manner			
6 Report abnormality and seek guidance according to policies and procedures, being aware of own practice limitations			
7 Accurately document findings and actions			

T1 Attitudes	1	2	3
1 Value the unique needs of patient and carer, taking into account their wishes and preferences to enable the delivery of safe and effective care			
2 Value the need for clear communication with patient and carer			
3 Value contribution of non-statutory services to meeting the needs of patients/carers			
4 Value the need for early identification for palliative/supportive care to alleviate symptoms and suffering			

3. Communication

Competence statement:

This competence refers to the knowledge, skills and attitudes required to communicate effectively in assessment and management of acute exacerbations and long term management of COPD, asthma and other respiratory conditions.

Rating Scale: 1 Needs a lot of development

2 Needs some development

3 Is well developed

T1 Knowledge	1	2	3
1 Describe ethical and legal requirements for patient confidentiality and informed consent and how they may be supported			
2 Outline ways of modifying communication for different needs, beliefs, age and level of understanding to promote effective patient/carer decision making and self-management			
3 Describe the resources required for effective communication			
4 Describe the roles of members of patient healthcare team			
5 Identify systems for effective communication within organisation			
6 Outline systems to promote effective communication across healthcare sectors			
7 Identify professional and legal requirements for accurate documentation			
T1 Skills	1	2	3
1 Discuss with patient and healthcare team who has right of access to patient information			
2 Provide relevant and timely information to patient/carer, individuals or groups, using effective communication skills and available resources			
3 Liaise with healthcare team regarding patient/carer wishes regarding care			
4 Share and discuss findings and outcomes from assessment and care delivery with patient healthcare team and relevant services			
5 Adapt communication skills to address individual needs, age, level of understanding and beliefs of patient/carer, individual or group			
6 Ensure record keeping is up to date and accurate			
T1 Attitudes	1	2	3
1 Value the unique needs of patients and carers, taking account of their wishes and preferences, to enable the delivery of safe and effective care			
2 Value equality and diversity			
3 Value the need for clear lines of communication with relevant members of the patient's healthcare team to promote safe and effective healthcare			
4 Show willingness to engage with patient/carer to form productive relationship			
5 Respect contribution of nurses, multi-professionals and multi-agencies to			



4. Patient Education and Enhancing Self-Management

Competence statement:

This competence refers to the knowledge, skills and attitudes required to provide patient education and support patient self-management in acute and long term management of COPD, asthma and other respiratory conditions

Rating Scale: 1 Needs a lot of development

2 Needs some development

3 Is well developed

T1 Knowledge	1	2	3
1 Outline the principles of self-management described in regional guidance			
2 Describe organisational policies and procedures relating to patient education and self-management			
3 Describe potential benefits and limitations of principles of self-management to patient/carer			
4 Outline sources of relevant information and advice for individuals or groups			
5 Outline how ability to learn, age and cultural beliefs can impact on learning needs for individuals			
6 Identify the role and services provided by patient healthcare team			
7 Describe ways of identifying individuals or groups with 'at risk' lifestyles			
8 Describe how to identify the range of charitable and voluntary services available for patient/carer for peer support and self-management			
T1 Skills	1	2	3
1 Tailor education to individuals/groups, taking into account age, culture, beliefs and ability to learn			
2 Refer to other specialists or senior colleagues in timely manner when unable to meet the information and self-management needs of patient/ carer			
3 Integrate principles of self-management into effective education for individuals/groups			
4 Provide individuals or groups with details of how to access sources of information and advice			
T1 Attitudes	1	2	3
1 Show respect for person-centred approach to patient education and self-management			
2 Show respect for ethical principles and professional responsibilities related to patient education and self-management, valuing the rights of individuals to make informed decisions for themselves			
3 Value contribution of charitable and voluntary organisations			