

Paediatric Urgent Care Module:

Supporting staff to care
for children safely
in primary and secondary
care settings



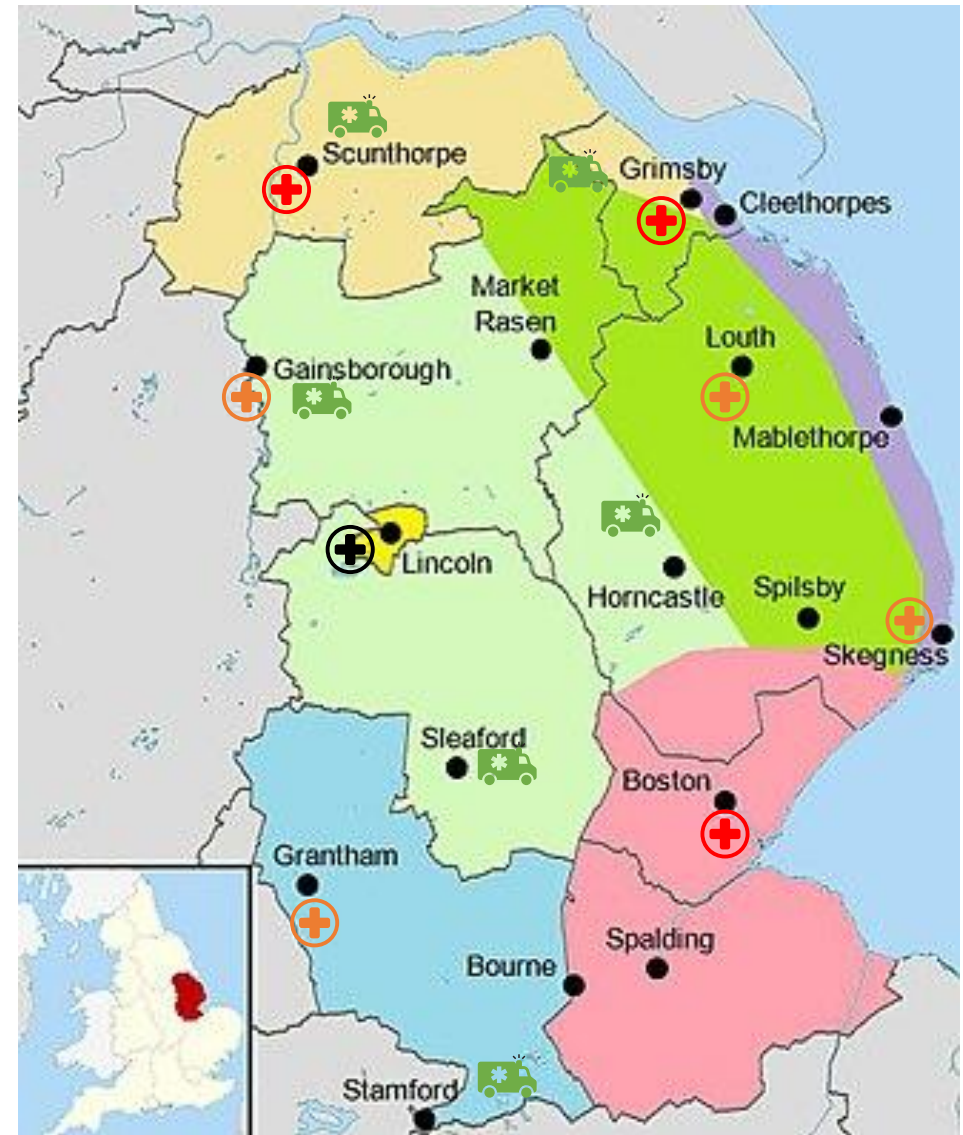
UNIVERSITY OF
LINCOLN

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Lincolnshire

- Population: ~ 800,000
- 4th largest county in UK
- 6,000 Km²
- Rural, no motorways, 80km of coastline
- Children 0-4yrs represent 4.65% of population
- 30% of children in low-income families or 1/3 under the poverty line



Background to Paediatric Urgent Care

- Arrived in 2017
- CQC: Poor and ED in Special measures
- Clinical background in PICU and Clinical Education
- Improving management of high dependency children – blood gas machine; designated HDU; safety huddles (2015)
- Development of existing staff and support of practitioners in UC or ED
- Desire & need for local courses
- **Improve confidence**
- Recruitment and retention of paediatric staff



<https://www.lincoln.ac.uk/home/course/1000/>

RCPCH Standards

The Big 6

The Most Common Conditions That Children Present With For Urgent Care

- Sepsis
- Fever
- Respiratory
 - Bronchiolitis
 - Croup
 - Asthma
- Gastroenteritis
- Head Injury
- Abdominal Pain

10. Every emergency department treating children must be staffed with two registered children's nurses.	<ul style="list-style-type: none">• Evidence of two children's nurses on shift (e.g. audit of rota).
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HSIB
HEALTHCARE SAFETY INVESTIGATION BRANCH
WWW.HSIB.ORG.UK

Recognition of the acutely ill infant

Independent report by the
Healthcare Safety Investigation Branch I2018/024

December 2021

**Facing the Future:
Standards for children
and young people in
emergency care**

Developed by the Intercollegiate Committee
for Standards for Children and Young People in
Emergency Care

Published October 2025

RCPCH
Royal College of
Paediatrics and Child Health
Leading the way in Children's Health

2017



The competency framework

The national curriculum and competency framework for emergency nursing is demonstrated in Figure 2.

- Good nursing practice (GNP) - centre (core).
- Cross-cutting themes (CCT) - inner wheel.
- Clinical domains (CD) - outer wheel.

These sections appear in both Level 1 and Level 2 competency sets.

Figure 2: The competency framework

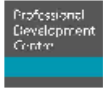


- Piloted a 2 day programme with input from Paediatric and Emergency staff
- Aligned to National Standards
- Content prioritising key CYP issues
- Global health & delivery
- **FOCUS ON PATIENT SAFETY**
- Across the lifespan inc complex care and difficult conversations

<https://www.rcn.org.uk/professional-development/publications/pub-005883>


Assessments

- 5 Case studies (50%)
- 1 OSCEs (50%)



Professional
Development
Centre

Paediatric Urgent Care - OSCE Exam Marking Sheet



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Candidate Name: _____

Assessor 1 Name: _____

Student Number: _____

Assessor 2 Name: _____

Date: _____

Scenario: A B C D E

Subject Area	M O A	Assessment Principle	Marker 1	Marker 2	Comme nt
Situational Awareness and Safety Assessment	1*	Approach patient in appropriate manner			
	1*	Check environment for safety			
	1*	Hand washing or sanitisation performed			
	1*	Introduce self to patient and family as appropriate			
Airway	1*	Assesses airway for patency and positions as appropriate			
Breathing	2*	Identify respiration rate and respiratory pattern			
	1*	Establishes saturations			
		Acknowledges use of accessory muscles <ul style="list-style-type: none"> • Sub Costal Head Bobbing • Nasal Flaring Intercostal Tracheal Tug 			
	1*	Identifies patient colour			
Circulation	1*	Identifies heart rate			
	1*	Pulse rate and rhythm as appropriate			
	1*	Temperature			
	1*	Central capillary refill time and/or peripheral capillary refill time			
		Blood Pressure			
Disability	1*	Assessment of A V P U			
		Assessment of Pupils (P E A R L)			
	2*	Pain Assessment <ul style="list-style-type: none"> • Pain Assessment should be undertaken as appropriate to age • Discusses appropriate pain relief and how this may be administered 			
		Blood Sugar Assessment			
Exposure	1*	Head to Toe - Quick assessment for obvious injury			
		Identifies any rashes or bruising as appropriate			
		Interprets patient's behaviour as appropriate for development			
Decision Making	1*	Identifies the relevant intervention required and/or assessments for the patient			
Communication	2*	Demonstrates good clear and effective communication			
Teamwork	1*	Involves members of the multidisciplinary team as appropriate			
Leadership	1*	Demonstrates clear leadership within the wider team			
Professional Conduct	2*	Manages own stress levels appropriately and recognises stress in others			
General Feedforward Comments					
Signed Assessor: _____					

PAEURCPI - 1920
Cohort 2
2019

According to WHO (2024) the most common chronic issue facing children today is...?

Evaluations



4. Your general overall comments / suggestions about the course please

I recommend this course to any A&E nurse working with children. Very informal well balanced course.

A good well-structured course. More CAMHS input please.

A well-led module which improved confidence and practice when nursing children in the urgent care setting.

Great course. Maybe a lot was covered in 10 weeks.

More understanding with different trusts on what this course represents once completed and liaising with other trusts.

Good structure, emphasised team working. Friendly and approachable manner.

Very good and informal.

Led to specific study day for EMAS

Helped in recognising "red flags"

Now do BP in children as baseline

Better links with departments

What happens now



- Two-way evaluation
- Responsive
- Fit for purpose
- Safety of CYP in Lincolnshire and beyond



Questions & thank-you for listening

