

Career and Education Framework for Cancer Nursing

Guidance for:
pre-registration nursing students
support workers in health and social care
registered nurses providing general or specialist cancer care





Royal College of Nursing

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Executive summary

The Career and Education Framework for Cancer Nursing ('the Framework') has been developed by the Royal College of Nursing (RCN) Cancer and Breast Care Forum, RCN Children and Young People Specialist Care Forum, and the United Kingdom (UK) Oncology Nursing Society (UKONS). The Framework incorporates cancer-specific nursing outcomes for pre-registration nursing students, support workers and registered nurses. The development of this Framework has been supported by a grant from the Higher Education Academy Health and Social Care Cluster (HEA).

This Framework for UK nurses is the first to include cancer-specific outcomes for pre-registration students, support workers and registered nurses. The Framework and outcomes are intended to be used as part of professional, education and workforce development to support improvements in the delivery of high quality care to people affected by cancer (PABC) by focusing on four workforce groups:

1. pre-registration nursing students to have achieved at the point of registration
2. support workers in health and social care
3. registered nurses providing general cancer care
4. registered nurses providing specialist cancer care.

The purpose of this publication is to:

1. provide a framework for career development, training and education for support workers and nurses who are engaged in providing care to PABC
2. provide information relevant to higher education institutions (HEIs), employers, providers of cancer services and commissioners for the development of the workforce, roles, learning opportunities and education programmes
3. set out a framework that will help practitioners, employers, commissioners and PABC understand the role and level of education/competence which correlates to a particular job title

4. provide a point of reference to help identify and develop the knowledge, skills and competence in cancer care of the workforce through accredited programmes, and non-accredited learning and development opportunities that target not only professional, but local service needs.

This Career and Education Framework for Cancer Nursing and the cancer-specific nursing outcomes have been developed and informed by UK-wide policy for cancer care. This policy advocates that, for improvements to be achieved in the delivery of care to PABC, workforce development is required. In addition, education standards for pre-registration students and career structures, including advanced level practice guidance for registered nurses, are used.

As part of the development and testing of the Framework and the cancer-specific nursing outcomes, registered nurses providing general and specialist cancer care have been involved in the pilot stages. This included mapping exercises by HEIs against current pre-registration and continuing professional development programmes, as well as feedback from an expert group. This feedback confirmed that the Framework and outcomes have the potential to deliver benefits for the nursing workforce, employers and PABC.

This publication includes:

- a summary of the UK policy background for the development of the Framework
- key definitions relating to the delivery of cancer care, levels of nursing practice and themes of professional practice to structure the cancer-specific nursing outcomes
- cancer-specific outcomes for unregistered support workers contributing to the delivery of general and specialist cancer care
- cancer-specific nursing outcomes for pre-registration students undertaking professional programmes in nursing to contribute to the delivery of general cancer care at the point of registration

- cancer-specific nursing outcomes for registered nurses providing general cancer care
- cancer-specific nursing outcomes for registered nurses practising at registered, senior, advanced or consultant practitioner levels in specialist cancer services/roles.

The Framework and the outcomes will be useful for practitioners, employers, organisations, HEIs and commissioners in the following areas.

- Provide clarity about the cancer-specific nursing outcomes required by individual practitioners to deliver high quality cancer care and to support their professional development, career progression and professional revalidation.
- Enable employers and organisations to develop a model for education and training programmes and learning/development opportunities to ensure that the support and nursing workforce are able to meet the appropriate cancer-specific nursing outcomes to support the delivery of safe and high standards of cancer care.
- Assist clinical services/organisations with planning current and future services in cancer care, and to provide an insight into the expertise of their nursing workforce.
- Assist employers and clinical services with designing role descriptors and job plans incorporating cancer care, and to appropriately develop the expertise of their nursing workforce.
- Assist HEIs providing pre-registration, post-registration continuing development and postgraduate programmes to design and map curricula, and ensure that teaching, learning and assessment strategies help students to develop and demonstrate their knowledge and skills in cancer care within HEI and workplace settings.
- Enable commissioners to review workplace opportunities, pre-registration, post-registration and postgraduate programmes, and to undertake a gap analysis to commission programmes and learning opportunities that

support the achievement of the cancer-specific nursing outcomes required by pre-registration students, support workers and registered nurses delivering general and specialist cancer care.

- Provide a common language across the UK for role titles, levels of practice, cancer-specific nursing outcomes. This will encourage consistency and sustainability in cancer education and training, and help nurses demonstrate learning that can be transferred across settings and organisations.
- Assist commissioners and services to develop minimum standards and key performance indicators for cancer-specific knowledge and skills of the support and nursing workforce.

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Introduction

The nursing contribution to the delivery of care for people affected by cancer (PABC) across the age spectrum continues to be recognised and valued throughout the cancer experience (Department of Health (DH) 2000a, 2000b, 2010b, 2011). Nurses provide care for PABC, their families and carers as members of multi-professional teams. They do this in a variety of settings including: patients' homes, primary care settings, care homes, hospital wards and outpatient settings, cancer units, specialist cancer centres and in palliative care units.

This Career and Education Framework for Cancer Nursing (the Framework) has been developed by the Royal College of Nursing (RCN) Cancer and Breast Care Forum, RCN Children and Young People Specialist Care Forum, and the United Kingdom Oncology Nursing Society (UKONS) in response to changes in the commissioning and delivery of health services and several publications from the four UK Departments of Health. These advocate that, for improvements to be achieved in the delivery of care to PABC, workforce development is required (National Health Service Education Scotland (NES) 2007; NHS Scotland 2008; DH 2000b, 2008, 2010a, 2010b, National Leadership and Innovation Agency for Healthcare (NLIHAH) 2010; Welsh Government 2012; Department of Health, Social Services and Public Safety (DHSSPS) 2014).

The development of the Framework has been supported by a grant from the Higher Education Academy Health and Social Care Cluster (HEA). It is the first framework for UK nurses to include cancer-specific nursing outcomes for pre-registration students, unregistered support workers, registered nurses providing cancer care in non-specialist/general services and registered nurses providing cancer care in specialist services/roles.

The Framework aims to enhance the delivery of care for PABC in general/non-specialist and specialist cancer services by focusing on four groups:

1. pre-registration nursing students to have achieved at the point of registration
2. support workers providing cancer care in all settings/services
3. registered nurses providing cancer care in general/non-cancer specialist services/roles
4. registered nurses providing cancer care in specialist cancer services/roles.

The inclusion of pre-registration nursing students aims to develop a level of knowledge and understanding about cancer, cancer treatment and cancer care by all new registrants at the point of professional registration. The cancer-specific nursing outcomes identified for registered nurses providing care to PABC in general/non-cancer specialist services/roles seek to ensure induction, consolidation and on-going development of knowledge and skills in cancer care. The level of practice and academic/professional preparation identified for registered nurses providing care in specialist cancer services/roles promotes a career pathway with consistency of title, skills, knowledge and preparation across the UK.

As part of the development and testing of the Framework and the cancer-specific nursing outcomes, registered nurses providing general and specialist cancer care have been involved in the pilot stages. This included mapping exercises by HEIs against current pre-registration and continuing professional development programmes, as well as feedback from an expert group. This feedback confirmed that the Framework and outcomes have the potential to deliver benefits for the nursing workforce, employers and PABC.

The Framework is aligned to and/or informed by:

- *Career Framework for Health* (Skills for Health 2010)
- definitions and frameworks for advanced level practice (DHSSPS 2014; DH 2010a; NLIHAH 2010; NES 2007)
- *Standards for Pre-registration Education* (Nursing and Midwifery Council (NMC) 2010)

- *Cancer Nursing Curriculum 2013* (European Oncology Nursing Society (EONS) 2013)
- *Raising the Bar. Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants* (Willis/Health Education England (HEE) 2015)
- Revalidation (NMC 2015).

The Framework offers a number of potential benefits for nurses, employers, education providers and commissioners and, in response to recommendations made by Lord Willis (2015), the Framework can help the RCN and UKONS to promote a UK-wide career pathway for cancer nursing.

Context of cancer care

Cancer, palliative and end of life care are national priorities (Welsh Government 2012; DH 2000a,b, 2011; NHS Scotland 2008). Cancer is a major cause of morbidity and mortality, with incidence continuing to rise in the UK (Cancer Research UK (CRUK) 2014). One in two people born after 1960 in the UK will be diagnosed with some form of cancer during their lifetime (Ahmad et al, 2015). Cancer in children and young people is rare; 1,600 children under 15 and 2,200 teenagers and young people (15-24 years of age) are diagnosed each year in the UK. Together, they make up less than 2% of cancers in the United Kingdom (CRUK 2014). Cancer is, however, the biggest cause of death by disease in children over one year of age. Demographic statistics also show increasing numbers of older people in the population. By 2031, 26% of the population will consist of individuals over 65 years, with those over 80 years comprising 8.2%. The ageing population profile points not only to an increasing incidence of cancer in the future, but also to an increase in cancer in individuals who will also be living with other chronic conditions.

Cancer is often considered to be a life-limiting illness but is increasingly viewed as a long-term condition (National Cancer Survivorship Initiative 2013). Developing self-care and rehabilitation processes and involving patients, their families and carers in their care, are all viewed as crucial components in developing future services. Health care services will need to respond creatively to the needs of this population, delivering care close to home, reducing inequalities, and sustaining and improving health across diverse communities.

Recent government policies have formalised the vision of cancer service delivery. Care for PABC may be referred to as:

- general cancer care
- specialist cancer care.

General cancer care is delivered by the usual health and social care workforce of the patient and family, integrating cancer care methods and procedures in settings not specialised in cancer care.

In contrast, **specialist cancer care** is provided by multi-professional teams specialising in the provision of cancer care to patients and their families, usually in cancer units, cancer centres or via specialist cancer services in the community.

These models of service delivery recognise that all nurses, regardless of the practice setting, are likely to have contact with PABC and will require to have, as a minimum, an understanding of cancer and its treatment, education in the basic principles and practice of cancer care, skills in assessing the cancer care needs of patients and families, and training in communication skills. Some nurses, where their practice requires them to respond to the particular health and support needed by PABC, will require a higher level of cancer-specific knowledge and skills.

The requirement for advanced education and training was identified within *The NHS Cancer Plan* (DH 2000a) as an investment in the multi-professional team to achieve the vision for cancer services and to meet the standards documented within the Manual of Cancer Services Standards (NHS Executive, 2000a,b; DH, 2011). Across the UK, the number of specialist cancer posts and services has increased and there is a requirement for post holders to undertake professional development at postgraduate level (NES 2007; DH 2010; NLIAH 2010; DHSSPS 2014), as well as to achieve professional revalidation (NMC 2015). An opportunity also exists for expert organisations such as the RCN and UKONS to offer a career framework for cancer nursing across the UK to promote recognition, membership and fellowship routes (Willis 2015). It is, therefore, timely for cancer nursing organisations, researchers and educators to be leading change and advancing cancer nursing roles.

Principles underpinning the Framework

The following principles underpin this Framework.

- The priorities, needs and experiences of PABC are central to the development of cancer services and to the involvement of nurses in such services.
- PABC have many, and often complex, needs throughout their cancer journey. Multidisciplinary/professional and multiagency practice is required for meeting these needs.
- Nurses make an important contribution to meeting the needs of PABC at all stages of the care continuum and across all age groups.
- Nurses need to be responsive to the needs of PABC by incorporating new practice areas and capabilities as they evolve, as well as negotiating their scope of practice with other health and social care professionals involved in cancer care.
- Nurses and support workers working in cancer care need to continue to develop their knowledge to inform improvements in outcomes for PABC, particularly where they relate to interventions by nurses designed to prevent or alleviate health and social care needs across the disease continuum. Development of the knowledge and evidence base will require partnership between nurses working in clinical, education and research roles.

Key definitions

People affected by cancer (PABC) refers to people affected by all types of cancer, including those at risk of developing cancer, people living with cancer, cancer survivors, carers, family members and significant others across the age spectrum and continuum of care.

Continuum of care includes the trajectory of the experience of PABC. Whilst this trajectory may vary for each individual, the five main phases that correspond to the critical elements of health services needed by PABC to respond to their disease-related and personal experiences are:

1. reducing the risk of developing cancer (prevention and health promotion)
2. finding cancer as early as possible (screening and early detection)
3. having active treatment
4. following and between treatment (rehabilitation and survivorship)
5. palliative and end of life care if the cancer is not cured.

Domains of health include the physical, psychological, emotional, cultural, social, practical, spiritual and informational aspects of a person's health and wellbeing.

Purpose of the Framework

The purpose of the Framework and outcomes is to:

1. provide a framework for career development, training and education for all nurses and support workers engaged in delivering care to PABC
2. provide information relevant to employers, providers of cancer services, HEIs and commissioners for the development of the workforce, roles, learning opportunities and education programmes
3. harmonise job titles used within cancer services and to set out a framework that will help practitioners, employers, commissioners and PABC understand the role and level of education/competence which correlates to a particular job title
4. provide a point of reference from which to identify and develop knowledge, skills and competence in cancer care through accredited programmes and non-accredited learning and development opportunities that target not only professional, but local service needs.

Aim

The Framework aims to support:

- the development and academic preparation of pre-registration nursing students to contribute to the delivery of general cancer care at the point of registration
- the range of unregistered support worker, registered practitioner, senior practitioner, advanced and consultant nursing practitioner* roles who deliver care to PABC across the age and care continuum, in a variety of generalist and specialist cancer settings
- registered nurses practising at registered, senior, advanced and consultant practitioner levels to progress to the next level of a career pathway**.

The Skills for Health Career Framework and levels of practice are discussed below.

By developing this Framework and defining cancer-specific nursing outcomes, this publication does not attempt to limit or confine education or workplace providers in their delivery of cancer education and services.

Whilst this Framework is intended to stand alone, it may be used alongside other competency documents including:

- *An integrated career and competence framework for nurses working in the field of long-term follow-up and late effects care of children and young people after cancer* (RCN 2011)
- *Caring for teenagers and young adults (TYA) with cancer: A competence and career framework for nursing* (Teenage Cancer Trust 2014)
- *A Competence Framework for Nurses: Caring for Patients Living with and Beyond Cancer* (Macmillan Cancer Support and UKONS 2014)
- *Working with Individuals with Cancer, their Families and Carers. Professional Development Framework for Nurses – Specialist and Advanced Levels* (NES and Macmillan Cancer Support 2010).

It is recommended that nurses develop evidence to demonstrate their level of knowledge, skill and practice appropriate to their role requirements in the delivery of care to PABC. This evidence can be linked to individual personal development plans (PDP) as well as meeting any professional requirements for revalidation. The Framework and outcomes can also be mapped to local models of care as roles/functions may differ across organisations and settings to reflect flexible and integrated care. Support workers and registered nurses can interpret and address the cancer nursing outcomes in line with their organisational policies and protocols.

*The role titles used within this document are aligned with the Career Framework for Health (Skills for Health 2010) and recommended by NES (2007); NLIAH (2010); DH (2010) and DHSSPS (2014).

**The academic levels used within this Framework are aligned to recommendations from NES/ Macmillan Cancer Support (2010), NLIAH (2010), DH (2010), DHSSPS (2014) and European Oncology Nursing Society (EONS) (2013).

Guidance underpinning the Framework: registered, senior, advanced and consultant level practice

In response to the changing landscape of health care delivery, nurses are leading and delivering a range of generalist and specialist cancer services across a diverse range of health care settings. New models of care provision often rely on a multi-professional team (including those working with enhanced or advanced skills) to: treat, refer, order diagnostic investigations, prescribe medications and deliver courses of treatment, which have previously been the domain of medical professionals.

Alongside this role development, there has been a growth in role descriptors and job titles. In particular, the range of advanced and specialist job titles is of concern to practitioners, regulators and the public. The use of the term ‘specialist’ is often used to describe the clinical specialist roles that some nurses adopt in practice, for example, clinical nurse specialist in cancer or palliative care. However, job titles themselves do not consistently reflect the educational preparation or level of competence of practitioners. Across the UK, there appears to be varied understanding of the meaning of the titles and the role expectation of nurses using them.

To provide a common language, the development of this Framework has used national guidelines on career frameworks and advanced practice to:

- harmonise role titles
- distinguish levels of practice
- inform academic preparation
- develop the cancer-specific nursing outcomes.

Specialist and advanced level practice

Specialist practice is different from advanced level practice. Specialist practice is defined as being particular to a specific client group, a skill set or an organisational context and the specialist should be considered as one pole of the specialist–generalist continuum, rather than on the developmental continuum from novice to expert (see Figure 1) (NES 2007; NLI AH 2010). Position statements from the UK Departments of Health (NES 2007; NLI AH 2010; DH 2010a; DHSSPS 2014, NMC, 2004) and Skills for Health (2010) describe advanced practice as a level of practice. Advanced level practitioners are a particular stage on a continuum between novice and expert practice with the advanced role profile characterised by high levels of clinical skill, competence and autonomous decision-making. Advanced practice is, therefore, generic and not constrained to a specific organisational context or client group.

The RCN’s definition of advanced practice

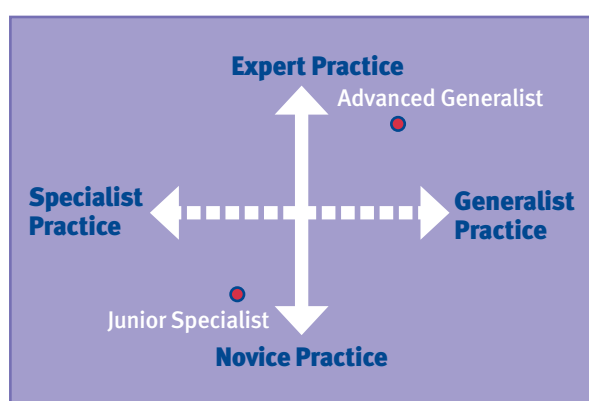
Advanced practice is recognised and acknowledged as a level of practice. Advanced nurse practitioners are recognised by the following criteria:

Educated to a master’s level; assessed as competent in using their expert knowledge and skills; have the freedom and authority to act, making autonomous decisions in the assessment, diagnosis and treatment of patients.

Royal College of Nursing (2016) Advanced nursing practice. Available at: www.rcn.org.uk/library/subject-guides/advanced-nursing-practice (accessed 22/09/16) (Web).

This Framework focuses on a nurse's level of practice using advanced level practice to reflect a particular benchmark on a career development ladder which includes registered practitioner, senior practitioner, advanced practitioner and consultant practitioner as shown in the *Career Framework for Health* (Skills for Health 2010).

Figure 1: Relationship between specialist and advanced practice (NES 2007)



The Career Framework for Health (Skills for Health 2010)

The Skills for Health *Career Framework for Health* (Appendix 1) differentiates between levels of practice rather than clinical/organisational context or client group by describing nine levels of roles grouped according to their level of complexity and responsibility, and the level of experience and knowledge necessary to carry them out. For example, senior practitioner level is identified between registered practitioner and advanced practitioner level. This helps remove the ambiguity over the specialist title. For this reason, the terms 'senior' and 'advanced' are used by UK departments of health when describing benchmarked developmental levels, and the term 'specialist' is used only if required to define specific contextually-focused role types (senior nurse in breast cancer rather than clinical nurse specialist – breast care). It should be noted that the nine levels relate to a practitioner's **level of practice** and does **not** automatically read across from Agenda for Change (AFC) pay bands.

This Framework has adopted the *Career Framework for Health* (Skills for Health 2010) to provide a common language for role title, level of

practice, and career development. This Framework focuses on levels 2-8 and is used to define the level of practice and the cancer-specific nursing outcomes expected of the registered nurse providing general cancer care and those practising in specialist cancer care at registered practitioner, senior practitioner, advanced practitioner and consultant practitioner levels.

Themes of practice

The UK Departments of Health (DHSSPSNI 2014; DH 2010a, NIAH 2010, NES 2007) identify four themes for advanced level nursing practice as:

1. clinical/ direct patient care
2. leadership and collaborative practice
3. improving quality and developing practice
4. developing self and others.

These four themes reinforce the continuing development of role aspects achieved by pre-registration students to meet the education standards for registration (NMC 2010).

To meet the challenges of delivering and advancing high quality nursing care to PABC, this Framework advocates for pre-registration nursing students to have the opportunity to achieve nationally agreed cancer-specific outcomes during their pre-registration programmes and to have achieved these at the point of registration. For support workers and registered nurses, opportunities to develop and extend their cancer-specific knowledge and skills are also required. This development should be through lifelong professional learning and workplace opportunities appropriate to their level of practice and role requirements.

For those practising at advanced levels, the UK departments of health define a minimum threshold for, and an expectation that, nurses working at an advanced level will continue to develop their individual practice beyond the initial competence achieved at the point of registration. There is the expectation that nurses working at this advanced level of practice would have achieved this through

‘extensive clinical and practice experience’ and following ‘completion of a master’s level education/ learning or its equivalent.’ (DH 2010a).

The Framework has adopted the four themes of professional practice to differentiate the cancer-specific nursing outcomes for the different levels of cancer nursing practice undertaken. This approach should enable practitioners, from pre-registration nursing students to consultant level nurses, to demonstrate their current level of knowledge, skills and competence, as well as to identify any areas for development. Development may be achieved through a range of opportunities including workplace learning, continuing professional development (CPD) events and university accredited modules and programmes.

As nursing within the UK is a graduate profession, it is anticipated that, to progress from registered practitioner level through to senior practitioner level, workplace learning, CPD and postgraduate education will be undertaken, and that by advanced practitioner

level, master’s level will be achieved. Doctoral level qualification has been recommended for consultant practitioner roles (DH, 1999).

Cancer-specific nursing outcomes

To develop cancer-specific nursing outcomes, this Framework has adapted the European Oncology Nursing Society (EONS) *Cancer Nursing Curriculum 2013* (EONS, 2013).

The EONS *Cancer Nursing Curriculum 2013* provides an educational framework, including eight modules which identify the fundamental knowledge and skills for post-registration nurses working in the field of oncology with adults with cancer. Its aim is to guide curricula development for nurses working in cancer centres or general practice/hospital settings. Table 1 illustrates the EONS modules aligned to the four UK departments of health guidance for themes of professional practice.

Table 1: Mapping themes of practice to the EONS curriculum

| Themes of practice (DHSSPSNI, 2014; DH, 2010; NLIAH, 2010; NHS Scotland, 2007; NMC, 2010) | EONS <i>Cancer Nursing Curriculum 2013</i>: Modules |
|--|--|
| Clinical/direct patient care | The context of cancer nursing |
| Clinical/direct patient care | Basic science and treatment of cancer |
| Clinical/direct patient care | Nursing assessment and interventions in the management of people affected by cancer |
| Clinical/direct patient care | Cancer as a chronic illness/supportive and palliative care |
| Clinical/direct patient care | Understanding impact of cancer on the individual, families and health care professionals |
| Clinical/direct patient care | Information and communication in cancer care |
| Leadership/collaborative practice Improving quality and developing practice Developing self and others | Clinical leadership and resource management of cancer nursing |
| Improving quality and developing practice | Evidence-based and applied research in cancer care |

In this Framework, the EONS *Cancer Nursing Curriculum 2013* has been adapted to include support workers and nurses providing care to PABC in general and specialist settings across the age spectrum, and to distinguish the different levels of practitioner identified in the Career Framework for Health. In addition, inclusion of cancer-specific nursing outcomes for pre-registration nursing students aims to ensure a minimum level of cancer-specific knowledge and skills have been met by students at the point of registration.

Table 2 summarises the key definitions, guidelines and guidance which informed the Framework and the development of the cancer-specific nursing outcomes by:

- defining the context of cancer care delivery as general and specialist cancer care
- utilising the *Career Framework for Health* (Skills for Health 2010) to propose a consistent approach to defining role level and title for registered nurses
- identifying the four key themes of professional practice, as defined by the UK departments of health and the NMC for achievement at the point of registration, for consolidation, revalidation, continuing professional development and for career progression
- aligning the academic level and workplace/ clinical experience required to meet and progress through the Framework and its associated levels of practice.

Table 2: Summary of definitions, guidelines and guidance for the development of the Career and Education Framework for Cancer Nursing

| Context of cancer care delivery (EONS 2013) | Level of practice (Skills for Health 2010; DHSSPSNI 2014; DH 2010a; NLI/AH 2010; NHS Scotland 2007; NMC 2010) | Themes of practice (DHSSPSNI 2014; DH 2010; NLI/AH 2010; NHS Scotland 2007; NMC 2010) | | | | Academic level and workplace preparation (EONS 2013; Skills for Health 2010; DHSSPSNI 2014; DH 2010a; NLI/AH 2010; NHS Scotland 2007; NMC 2010) |
|---|--|--|---|---|--|--|
| | | Clinical/direct patient care | Leadership/ collaborative practice | Improving quality and developing practice | Developing self and others | |
| General cancer care OR Specialist cancer care | Level 8: Consultant practitioner | Consolidation and continuing development focused on clinical/direct patient care | Consolidation and continuing development focused on leadership and collaborative practice | Consolidation and continuing development focused on improving quality and developing practice | Consolidation and continuing development focused on developing self and others | Master's/doctoral level Workplace learning/experience |
| | Level 7: Advanced practitioner | | | | | Postgraduate level (master's, postgraduate diploma, postgraduate certificate, modules) Continuing professional development Workplace learning/experience |
| | Level 6: Senior practitioner | | | | | Undergraduate level (minimum) Continuing professional development Workplace learning/experience |
| | Level 5: Registered practitioner | | | | | Undergraduate level (minimum) Continuing professional development Workplace learning/experience |
| General cancer care | Levels 2,3,4: Support worker Assistant practitioner | | | | | Workplace learning/experience NVQ Foundation degree |
| | New registrant | Achievement of professional education standards for registration | | | | Pre-registration Undergraduate level (minimum) Workplace learning/experience |

Using the Framework and outcomes

The dynamic and complex nature of contemporary practice environments means it is not possible to provide absolute definitions of the scope of nursing practice or discrete levels of practice. One broad group of unregistered support workers and three broad groups of nurses involved in the delivery of care to PABC are defined in this Framework. These groups do not constitute a hierarchy of practice but are intended to represent the level of practice and suggest the associated cancer-specific nursing outcomes required for support workers and nurses working in different contexts, at different times, along the cancer continuum.

Cancer-specific nursing outcomes have been identified for the following groups.

- **Pre-registration nursing students**, working under supervision, to have achieved at the point of registration to contribute to the delivery of general cancer care. For example, some of the key cancer care concepts identified as relevant for nurses entering practice include beginning-level skills in communication, psychological, social and emotional support, conceptualisation of the meaning of cancer, and an understanding of carcinogenesis and cancer treatment.
- **Support workers** who provide care to PABC in general/non-specialist and specialist cancer services.
- **Nurses at all levels who provide care to PABC in general/non-specialist settings/roles.** All nurses, regardless of practice setting, will work collaboratively with PABC to address their health needs. At all stages of life, and at several points across the cancer continuum, PABC will require services from nurses in generalist settings such as primary care, diagnostic services, community services and services in secondary/acute care. PABC may also have co-morbidities and may live with the consequences of cancer beyond an active diagnostic and treatment phase, through survivorship or at end of life. When in contact with PABC, all nurses need to have a level of knowledge, skill and competence capable of meeting the health needs of these individuals.
- **Nurses at registered, senior, advanced and consultant levels who provide care to PABC in specialist cancer services/roles.** Within this group, cancer-specific nursing outcomes relating to each level of practitioner are identified.

These nurses will participate more frequently, or for short intensive periods in the care of PABC due to their expertise in addressing specific health needs, or because of their practice context.

For example, some nurses will practice within cancer care in dedicated cancer services at registered and senior practitioner levels. They may be primarily responsible for care of people at a specific phase of their journey (for example, radiotherapy or chemotherapy treatment), or across all phases of the cancer journey. Some will be registered or senior practitioners delivering care in specialist cancer services in areas such as head and neck or breast surgery, infection control, stoma therapy, or palliative care. These nurses may demonstrate the application of cancer-specific nursing outcomes at registered and senior practitioner levels in the particular contexts in which they practice.

They may require access to workplace learning opportunities, further development or education in areas of cancer care with a direct application to their role. Some nurses, may develop their level of practice to advanced or consultant practitioner levels. These nurses will build on the outcomes defined within this Framework through additional experience and education at a master's or doctoral level or equivalent.

The cancer-specific nursing outcomes have been mapped against the four themes of professional practice. It is anticipated that, as their practice advances, nurses will demonstrate more effective integration of theory, practice and experience in the four themes of practice (DH, 2010; NMC, 2010) along with increasing degrees of autonomy in judgements and interventions for PABC.

Table 2 identifies the suggested level of academic and workplace/clinical experience to meet and progress through the Skills for

Health Career Framework. Support workers and registrants providing care to PABC in general/ non-specialist settings/roles are likely to demonstrate achievement of the cancer-specific outcomes through CPD and work-based learning opportunities. This will require organisational commitment to facilitating consolidation and on-going development of knowledge and skills related to the cancer-specific nursing outcomes, with the goal of improving care to PABC in the organisation.

For registrants working towards, or at, an advanced level of practice, the DH (2010a) indicate that this would be achieved through extensive clinical and practice experience, and following completion of a master's level education/learning or its equivalent. The cancer-specific nursing outcomes for registrants providing specialist cancer care have been designed to enable registered (RP), senior (SP), advanced (AP) and consultant (CP) practitioners to consolidate and acquire skills, competence and knowledge to support professional requirements for career progression.

The cancer-specific nursing outcomes are identified in Table 4.

A Workplace Development Record is provided in Appendix 2 to assist practitioners to use the cancer-specific nursing outcomes in their practice and record their evidence of achievement.

A mapping tool is provided in Appendix 3 to assist HEIs and clinically-based educators to map their pre-registration and CPD programmes against the cancer-specific nursing outcomes.

Cancer-specific outcomes for nursing

The Framework and outcomes will help support workers and all registered nurses to deliver health care that meets the strategically changing needs of cancer care and offer the best clinical practice demanded by PABC along the cancer trajectory. The Framework aims to meet the academic and career pathway needs of the range of practitioners, newly registered through to consultant levels, who are providing cancer care in general or specialist settings. The framework will also help them to apply cancer-specific knowledge and skills in the management of patients with complex needs, and contribute to the development of practice in this specialist field.

Structure of the Framework

The Framework is divided into seven colour coded sections representing the different levels of nursing practice (Table 3).

1. Pre-registration student nurse.
2. Support workers providing care to PABC in general/non-specialist and specialist cancer services.
3. Registered practitioners at all levels providing care to PABC in general/non-specialist settings/roles.
4. Registered level practitioner providing care to PABC in specialist cancer services/roles.
5. Senior level practitioner providing care to PABC in specialist cancer services/roles.
6. Advanced level practitioner providing care to PABC in specialist cancer services/roles.
7. Consultant level practitioner providing care to PABC in specialist cancer services/roles.

Table 3: Colour coding

| Clinical context | Level of practitioner (Skills for Health, 2010; DH 2010) | EONS curriculum colour coding |
|---|---|----------------------------------|
| Pre-registration nursing programmes leading to NMC registration | Pre-registration nurses to have achieved at the point of registration | Under supervision |
| Support worker in health and social care | All levels of support worker/assistant practitioner | |
| General, non-specialist cancer settings/roles | All levels including: registered nurses senior level nurses advanced level nurses consultant level nurses | |
| Specialist cancer settings/roles | Registered nurses | |
| | Senior level nurses | |
| | Advanced level nurses | |
| | Consultant level nurses | |

Table 4: Cancer nursing outcomes

| 1.0 The context of cancer nursing: learning outcomes | Pre-registration practitioners | Support workers | Registrants providing general cancer care | Registrants providing specialist cancer care | | | |
|---|--------------------------------|-----------------|---|--|--------|----------|------------|
| | | | | Registered | Senior | Advanced | Consultant |
| The practitioner will be able to: | Under supervision | | | | | | |
| 1.1 critically review epidemiological and prevalence statistics for cancer within Europe understanding both demographic and cultural differences | | | | | | | |
| 1.2 identify common causes, signs and symptoms of cancer and explain how their recognition and early diagnosis influences morbidity | | | | | | | |
| 1.3 describe how attitudes, values and beliefs, in relation to cancer, influence the care that cancer patients and their families receive | | | | | | | |
| 1.4 recognise the importance of employing culturally sensitive approaches in the care of people with cancer and their families | | | | | | | |
| 1.5 critically review the different policy contexts in which cancer care is delivered | | | | | | | |
| 1.6 outline the principles of cancer nursing practice and explain how health care is organised through the cancer journey. | | | | | | | |
| Practice-based skills and competences. The practitioner will be able to: | | | | | | | |
| 1.7 direct individuals and family members to appropriate information sources about epidemiology of cancer within Europe | | | | | | | |
| 1.8 explain the multifactorial causes of cancer to cancer patients and members of their family, provide appropriate health and risk advice so that individuals can monitor for early signs of cancer and adopt healthy lifestyle behaviours | | | | | | | |
| 1.9 demonstrate knowledge of the wider physical, psychological, social and spiritual factors that can affect people treated for cancer | | | | | | | |
| 1.10 demonstrate a holistic, non-judgemental and caring manner; promote the rights, beliefs and wishes of individuals and families with cancer | | | | | | | |
| 1.11 adjust professional behaviour to respond effectively to population and/or individual needs dependent on the cancer care setting | | | | | | | |
| 1.12 communicate the different roles, responsibilities and functions of a cancer nurse and respond effectively to population and individual needs. | | | | | | | |

| 2.0 Basic science and treatment of cancer: learning outcomes | Pre-registration practitioners | Support workers | Registrants providing general cancer care | Registrants providing specialist cancer care | | | |
|---|--------------------------------|-----------------|---|--|--------|----------|------------|
| | | | | Registered | Senior | Advanced | Consultant |
| The practitioner will be able to: | Under supervision | | | | | | |
| 2.1 demonstrate a clear understanding of the aetiology, biology and pathophysiology in the development of cancer and the role that the immune system and genetics have in their development | | | | | | | |
| 2.2 identify risk factors for cancer and describe approaches for the prevention, screening and early detection of cancer | | | | | | | |
| 2.3 describe approaches to the diagnosis and staging of cancer, and the nurse's role in supporting patients through this process | | | | | | | |
| 2.4 demonstrate understanding of the principles of cancer therapies and describe the application of multi-modality cancer treatment | | | | | | | |
| 2.5 demonstrate comprehensive knowledge of the common acute and late side effects of cancer therapies | | | | | | | |
| 2.6 reflect on lay perspectives of health and illness. | | | | | | | |
| Practice-based skills and competences. The practitioner will be able to: | | | | | | | |
| 2.7 explain relevant information about the causes of cancer to patients and their families, assess their understanding of these, and provide information and reassurance where necessary | | | | | | | |
| 2.8 participate in health promotion activities and provide appropriate health education to safeguard the health and wellbeing of the public | | | | | | | |
| 2.9 demonstrate sensitivity towards patients and families throughout all phases of the cancer journey. | | | | | | | |
| 2.10 assess the patient and/or family members' understanding, and is able to explain and facilitate patient education and choice in relation to these | | | | | | | |
| 2.11 undertake an accurate assessment of treatment side effects and applies relevant treatment knowledge to the nursing care of treatment side effects | | | | | | | |
| 2.12 provide a supportive environment in which patients and family members are encouraged to share their concerns. | | | | | | | |

| 3.0 Nursing assessment and interventions in the management of people affected by cancer: learning outcomes | Pre-registration practitioners | Support workers | Registrants providing general cancer care | Registrants providing specialist cancer care | | | |
|--|--------------------------------|-----------------|---|--|--------|----------|------------|
| | | | | Registered | Senior | Advanced | Consultant |
| The practitioner will be able to: | Under supervision | | | | | | |
| 3.1 demonstrate the principles of holistic assessment in cancer practice | | | | | | | |
| 3.2 appraise decision-making and how this impacts on cancer nursing assessment using both objective and subjective health problems associated with cancer and its treatment | | | | | | | |
| 3.3 demonstrate an understanding of the complex, changing, multiple health needs of patients with cancer and their families across the disease trajectory | | | | | | | |
| 3.4 critically review the evidence base for nursing management of cancer symptoms and treatment side effects | | | | | | | |
| 3.5 demonstrate knowledge about the safe administration of cancer therapies and the nursing interventions necessary to manage an adverse reaction to treatment | | | | | | | |
| 3.6 construct a care plan for a patient with cancer and document appropriately. | | | | | | | |
| Practice-based skills and competences. The practitioner will be able to: | | | | | | | |
| 3.7 undertake a comprehensive nursing assessment taking into account relevant physical, social, cultural, psychological and spiritual factors | | | | | | | |
| 3.8 monitor the patient's health status for signs and symptoms of deterioration and take steps to document, intervene or refer appropriately | | | | | | | |
| 3.9 implement and critically evaluate a range of evidence-based interventions to manage the complex, multiple needs of cancer patients and their families | | | | | | | |
| 3.10 work in partnership with the patient to manage symptoms of cancer and subsequent consequences of cancer treatment | | | | | | | |
| 3.11 demonstrate knowledge of health and safety implications for cancer treatments that impact on patients and other staff members. Safely administer and monitor treatment using the correct medical devices and/or techniques | | | | | | | |
| 3.12 provide personalised care plans based on individual risks, needs and preferences of the patient. | | | | | | | |

| 4.0 Cancer as a chronic illness/supportive and palliative care: learning outcomes | Pre-registration practitioners | Support workers | Registrants providing general cancer care | Registrants providing specialist cancer care | | | |
|---|--------------------------------|-----------------|---|--|--------|----------|------------|
| | | | | Registered | Senior | Advanced | Consultant |
| The practitioner will be able to: | Under supervision | | | | | | |
| 4.1 demonstrate knowledge of the implications of chronic illness and long-term survivorship in those affected by cancer | | | | | | | |
| 4.2 understand the potential consequences of the long-term and late effects of cancer treatment | | | | | | | |
| 4.3 describe the principles of rehabilitation, self-management and lifestyle interventions for improving quality of life in those affected by cancer | | | | | | | |
| 4.4 understand the importance of long-term medicines management and the dangers of non-adherence in patients with cancer | | | | | | | |
| 4.5 demonstrate an understanding of the importance of seamless transitions between the acute and home care, and from active treatment to survival programmes, palliative and end of life care | | | | | | | |
| 4.6 describe the role of supportive, palliative and end of life care for patients and their family. | | | | | | | |
| Practice-based skills and competences. The practitioner will be able to: | | | | | | | |
| 4.7 appropriately consider co-morbidity, the impact of chronic illness and long-term survivorship on the health status of the patient with cancer and members of his/her family and implement appropriate referrals to other professionals and agencies in respect of these | | | | | | | |
| 4.8 undertake a risk assessment and provide appropriate help and advice in respect of self-monitoring of the long-term consequences of cancer | | | | | | | |
| 4.9 undertake an assessment of the motivation and capacity of the patient and family members to self-manage the condition and promote a healthy lifestyle during cancer rehabilitation | | | | | | | |
| 4.10 effectively evaluate patient adherence and concordance when taking medication for cancer or other long-term chronic conditions and engage in patient education about the benefits of adherence | | | | | | | |
| 4.11 engage in appropriate discharge planning and co-ordinate care between different health and social care providers, including voluntary and statutory care agencies | | | | | | | |
| 4.12 facilitate appropriate discussions between health and social care professionals, patients and their family members to elicit their preferences with respect to the transition between active and palliative or end of life care. | | | | | | | |

| 5.0 Understanding impact of cancer on the individual, families and health care professionals: learning outcomes | Pre-registration practitioners | Support workers | Registrants providing general cancer care | Registrants providing specialist cancer care | | | |
|---|--------------------------------|-----------------|---|--|--------|----------|------------|
| | | | | Registered | Senior | Advanced | Consultant |
| The practitioner will be able to: | Under supervision | | | | | | |
| 5.1 demonstrate an understanding of the potential psychosocial consequences of a cancer diagnosis and its treatment on individuals and their family members | | | | | | | |
| 5.2 recognise the differing care needs of patients from disadvantaged or vulnerable groups | | | | | | | |
| 5.3 discuss the impact of inheritable, social or lifestyle traits which predispose particular individuals or families to cancer, and consider the impact of these on family health and social wellbeing | | | | | | | |
| 5.4 describe the theories of supportive care and how coping strategies impact on quality of life of people with cancer and their families | | | | | | | |
| 5.5 consider the potential emotional stress of caring for people who have cancer | | | | | | | |
| 5.6 consider their own attitudes, beliefs and behaviours towards end of life care and appraise the clinical value of bereavement theories in palliative and end of life care. | | | | | | | |
| Practice-based skills and competences. The practitioner will be able to: | | | | | | | |
| 5.7 provide advice and support to enable people to manage the impact of diagnosis and treatment on their relationships with those important to them | | | | | | | |
| 5.8 use evidence-based strategies to deal with communication issues for patients from disadvantaged or vulnerable groups and refer appropriately | | | | | | | |
| 5.9 undertake a family risk assessment and discuss social, heritable or lifestyle factors with at-risk individuals, whilst alleviating anxiety and providing help and reassurance to the worried well | | | | | | | |
| 5.10 assess the supportive care needs of patients and their families, and be able to refer to appropriate support services | | | | | | | |
| 5.11 recognise the social, financial and emotional consequences of a cancer diagnosis for patients and family members and respond appropriately, making suitable referrals if necessary | | | | | | | |
| 5.12 demonstrate tact, reflexivity and sensitivity towards the needs of patients who are dying. Demonstrate awareness of their psychosocial and spiritual needs and those of their family members. | | | | | | | |

| 6.o Information and communication in cancer care: learning outcomes | | Pre-registration practitioners | Support workers | Registrants providing general cancer care | Registrants providing specialist cancer care | | | |
|--|--|--------------------------------|-----------------|---|--|--------|----------|------------|
| | | | | | Registered | Senior | Advanced | Consultant |
| The practitioner will be able to: | | Under supervision | | | Registered | Senior | Advanced | Consultant |
| 6.1 identify the information requirements of individuals with cancer during their cancer diagnosis, therapy, after care and period of supportive care | | | | | | | | |
| 6.2 describe health promotion theories and apply the principles of teaching and learning to patient education | | | | | | | | |
| 6.3 reflect on communication skills and consider theories of good communication in supporting the individual and family affected by cancer | | | | | | | | |
| 6.4 discuss how advocacy and disclosure in cancer care can benefit and cause conflict between individuals with cancer, families and health care providers | | | | | | | | |
| 6.5 identify how multidisciplinary team communication can benefit patient care and improve transitions between acute and home care | | | | | | | | |
| 6.6 differentiate between the different roles information technology can have in improving cancer documentation, remote health management and in providing supportive care | | | | | | | | |
| Practice-based skills and competences. The practitioner will be able to: | | | | | | | | |
| 6.7 direct individuals and family members to appropriate services and provide a plan or prescription of information | | | | | | | | |
| 6.8 assess the on-going and changing needs of the patient and family members for education, evaluating the individual's understanding of advice and information over time | | | | | | | | |
| 6.9 demonstrate the use of a range of communication techniques to promote wellbeing in a person with cancer, for example, counselling skills, challenging behaviour and active listening | | | | | | | | |
| 6.10 demonstrate the use of advanced communication skills/techniques to promote wellbeing in people affected by cancer | | | | | | | | |
| 6.11 recognise the ethical and legal dilemmas as an advocate in providing informed consent and support for patients with cancer | | | | | | | | |
| 6.12 provide information and advice within the multidisciplinary team to support patient care | | | | | | | | |
| 6.13 engage in electronic documentation and in supporting e-health and telemedicine with cancer care, for example, care planning and documentation systems, a survivorship care plan. | | | | | | | | |

| 7.0 Clinical leadership and resource management of cancer nursing: learning outcomes | Pre-registration practitioners | Support workers | Registrants providing general cancer care | Registrants providing specialist cancer care | | | |
|---|--------------------------------|-----------------|---|--|--------|----------|------------|
| | | | | Registered | Senior | Advanced | Consultant |
| The practitioner will be able to: | Under supervision | | | Registered | Senior | Advanced | Consultant |
| 7.1 consider the importance of legal, ethical and professional issues in relation to the care and management of patients with cancer | | | | | | | |
| 7.2 analyse and discuss the contribution made by quality standards to the care of cancer patients | | | | | | | |
| 7.3 articulate the principles of risk assessment and management in relation to the care of cancer patients | | | | | | | |
| 7.4 reflect on leadership styles and how different models of clinical leadership can impact on the management of cancer care | | | | | | | |
| 7.5 discuss the strategies which might be used to facilitate both their own and others learning in clinical practice | | | | | | | |
| 7.6 discuss the importance of relevant resource management strategies in relation to cancer care. | | | | | | | |
| Practice-based skills and competences. The practitioner will be able to: | | | | | | | |
| 7.7 demonstrate the application of legal, ethical and professional principles in their practice and seek to act as an effective patient advocate at all times | | | | | | | |
| 7.8 provide leadership in the implementation and evaluation of cancer quality standards | | | | | | | |
| 7.9 inform the strategic direction and lead changes to cancer service delivery for a population/community | | | | | | | |
| 7.10 assess risk and implement appropriate risk management strategies in order to promote patient wellbeing and safety in their practice area | | | | | | | |
| 7.11 apply appropriate leadership and management strategies in their practice area and evaluate the impact of these upon others in the cancer care team | | | | | | | |
| 7.12 demonstrate evidence of their own CPD and actively promote the learning of colleagues and others in the clinical practice area | | | | | | | |
| 7.13 contribute to the development and delivery of accredited and non-accredited cancer education | | | | | | | |
| 7.14 demonstrate the ability to plan, allocate, coordinate and evaluate the use of health care resources in an appropriate manner when providing care to patients with cancer and their families. | | | | | | | |

| 8.0 Evidence-based and applied research in cancer care: learning outcomes | Pre-registration practitioners | Support workers | Registrants providing general cancer care | Registrants providing specialist cancer care | | | |
|--|--------------------------------|-----------------|---|--|--------|----------|------------|
| | | | | Registered | Senior | Advanced | Consultant |
| The practitioner will be able to: | Under supervision | | | | | | |
| 8.1 evaluate the importance of cancer nursing research to the field of cancer care | | | | | | | |
| 8.2 critically discuss the contribution of information technology to the implementation of evidence-based practice in cancer nursing | | | | | | | |
| 8.3 analyse different sources of information and apply as appropriate | | | | | | | |
| 8.4 describe the principles of cancer clinical trials and the contribution which nurses make to the safe conduct of multidisciplinary research | | | | | | | |
| 8.5 discuss ethical principles in relation to the conduct of cancer in clinical trials | | | | | | | |
| 8.6 outline the use of health services' research in cancer service development and explore the role of clinical audit in practice development | | | | | | | |
| 8.7 analyse the research process and range of research methods for cancer service development and explore the role of research and service evaluation in service development | | | | | | | |
| Practice-based skills and competences. The practitioner will be able to: | | | | | | | |
| 8.8 correctly identify the need for clinical evidence and formulate appropriate clinical questions when working in cancer settings | | | | | | | |
| 8.9 make appropriate use of information technologies when retrieving evidence upon which to base cancer nursing interventions in their practice area | | | | | | | |
| 8.10 demonstrate the ability to provide evidence-based rationale for the cancer nursing interventions implemented in their clinical area | | | | | | | |
| 8.11 demonstrate their ability to participate in clinical trials as part of a multi-professional team and support more junior colleagues in this role | | | | | | | |
| 8.12 demonstrate appropriate strategies to safeguard the interests and wellbeing of patients, including obtaining informed consent, maintaining patient confidentiality and dignity, documenting and reporting drug interactions or other adverse events where required | | | | | | | |
| 8.13 use specialist knowledge to contribute to the development of evidence-based policies and procedures, and practice development for cancer nursing | | | | | | | |
| 8.14 use knowledge of the research and audit process, and methods to develop and lead projects for practice and service development for cancer nursing | | | | | | | |

Benefits of the Framework

The *Career and Education Framework for Cancer Nursing* offers the following benefits for nurses, employers, education providers and commissioners.

- A UK-wide standard for pre-registration cancer education to prepare new registrants with a minimum level of cancer-specific knowledge and skills to deliver care to PABC.
- Guidance to support workers, registered practitioners, senior practitioners, advanced and consultant level practitioners, who provide care to PABC in generalist and specialist cancer settings who aspire to a particular career level in this specialist field. The Framework will also identify learning opportunities/outcomes to meet their role requirements.
- A UK-wide standard for professional development aligned with appropriate learning/academic preparation for those practising at registered, senior, advanced and consultant practitioner levels. The Framework will also help with progression to the next level of a career pathway.
- Guidance to education providers, including professional organisations and higher education institutions, to develop and deliver learning opportunities, modules and awards at different academic levels for pre-registration students and post-registration nurses which meet the range of learning/education needs of practitioners providing care to PABC in general/non-specialist and cancer specialist services/roles.
- Assistance to service providers to develop role descriptors/job plans and to identify professional development requirements for prospective and current roles in cancer nursing.
- Information to commissioners of cancer services and professional education to create a consistent and sustainable approach to learning and education opportunities for practitioners working in cancer care across the UK.
- Assist commissioners and services to develop minimum standards and key performance indicators for cancer-specific knowledge and skills of the nursing workforce.

The way forward

Each of the different target groups can use this Framework and outcomes in a number of ways.

The individual nurse/support worker

- As a tool for:
 - determining your professional development needs
 - developing a professional development plan within the performance development and review (PDR) framework
 - evaluating different postgraduate modules and programmes in cancer nursing.
- To plan your career path.
- Use a range of development opportunities to undertake self-directed learning.
- To produce evidence for NMC revalidation.

The educator or manager

- As part of professional development planning processes to establish and negotiate practice progression pathways.
- To review orientation and annual progress requirements.
- To review your organisation's in-service programmes so as to focus their content on guiding nurses to meet the outcomes relevant to their scope and level of practice.
- To develop curricula and in-service programmes, plus identify learning experiences for generalist areas to improve their capability to meet the outcomes for nurses in cancer care.

- To evaluate role/job descriptions and person specifications for the support worker, registered, senior, advanced and consultant level roles.
- To identify opportunities for ongoing quality improvement and audit.
- To develop recruitment and retention, and workforce plans.

Higher education institutions

- To map the outcomes to the current pre-registration nursing curriculum and integrate the learning within the curriculum to support practitioners to help meet these outcomes.
- Use the outcomes for post-registration nurses at all levels to review your postgraduate cancer nursing modules and programmes and integrate the outcomes to support practitioners to meet these.
- Use the outcomes for post-registration nurses at all levels to assess prior learning, modules and programmes that might be suitable for accreditation of prior (experiential) learning in postgraduate courses.
- Review and develop methods of assessing learning that reflect the level of practice described in the Framework.

Health service commissioners and policy makers

- To define workforce capabilities in different practice settings and regions, according to population needs.
- To allocate resources to support preparation of the workforce to match required service expansion capabilities.

- To develop new and innovative service models that support the principles inherent in the Framework, including person-centred care, continuity of care, multidisciplinary practice, and partnerships between nurses and other members of the health care team at various levels of practice.

PABC and users of cancer services

- To develop an understanding of the various roles of support workers and nurses in the delivery of cancer care.
- To enhance understanding of what PABC can expect from engaging with specialty cancer nursing services and nurses practising at all levels in specialist cancer services.
- To identify opportunities to contribute to information and resources that aim to improve the overall patient experience for PABC.

The Framework will also provide significant opportunities for individuals and organisations to evaluate improvements in the professional development of the cancer nursing workforce. The following examples of key performance indicators can be used to evaluate the extent to which such improvements have been achieved.

Health service performance indicators

- The proportion of practitioners at all levels who can demonstrate meeting the cancer-specific nursing outcomes.
- The proportion of staff development activities that are clearly linked to the cancer-specific nursing outcomes.
- In generalist settings, where PABC receive care, the proportion of nurses who have undertaken professional development programmes that help them meet the Framework cancer-specific learning outcomes of a nurse as applied to cancer care.

- The proportion of position descriptions for roles that are mapped to the Framework.

Education provider performance indicators

- The proportion of postgraduate theoretical and clinical practice assessments clearly supporting practitioners to meet the cancer-specific learning outcomes.
- The proportion of pre-registration practitioners who have the opportunity to achieve the cancer-specific learning outcomes through classroom content or practice assessment.

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Appendix 1: Skills for Health Career Framework (2010)

Key Elements of the Career Framework

9 Career Framework Level 9
People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation. **Indicative or Reference title: Director**

8 Career Framework Level 8
People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or manage clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role. **Indicative or Reference title: Consultant**

7 Career Framework Level 7
People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment. **Indicative or Reference title: Advanced Practitioner**

6 Career Framework Level 6
People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self-development. **Indicative or reference title: Specialist/ Senior Practitioner**

5 Career Framework Level 5
People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training. **Indicative or Reference title: Practitioner**

4 Career Framework Level 4
People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self-development. They may have responsibility for supervision of some staff. **Indicative or Reference title: Assistant/Associate Practitioner**

3 Career Framework Level 3
People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development, and are responsible for self-development. **Indicative or Reference title: Senior Healthcare Assistants/Technicians**

2 Career Framework Level 2
People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work. **Indicative or Reference title: Support Worker**

1 Career Framework Level 1
People at level 1 are at entry level, and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the health sector, and progress rapidly to Level 2. **Indicative or Reference title: Cadet**

Appendix 2: Workplace development record template

The *Career and Education Framework for Cancer Nursing* and its associated cancer-specific nursing outcomes are designed to support your development and to enable you to gain recognition for your knowledge, skills and competence in your daily roles when supporting PABC. The Framework has been developed by the RCN and UKONS, supported by a grant from the HEA.

The cancer-specific nursing outcomes are aligned to and/or informed by:

- Skills for Health Career Framework (2010)
- definitions of specialist and advanced level practice (NES 2007; NLIAH 2010; DH 2010a; DHSSPS 2014)
- four themes of clinical/professional practice (DHSSPSNI 2014; DH 2010a; NLIAH 2010; NES 2007; NMC 2010)
- the European Oncology Nursing Society Cancer Nursing Curriculum (EONS 2013).

The EONS *Cancer Nursing Curriculum* provides an educational framework, including eight modules which identify the fundamental knowledge and skills for post-registration nurses working in the field of oncology with adults with cancer. Its aim is to guide curricula development for nurses working in cancer centres or general practice/hospital settings.

The EONS (2013) *Cancer Nursing Curriculum* is presented in eight modules.

1. The context of cancer nursing.
2. Basic science and the treatment of cancer.
3. Nursing assessment and interventions in the management of people affected by cancer.
4. Cancer as a chronic illness and supportive and palliative care

5. Understanding impact of cancer on the individual, families and health care professionals.
6. Information and communication in cancer care.
7. Clinical leadership and resource management of cancer nursing.
8. Evidence-based and applied research in cancer care.

In this Framework, the EONS *Cancer Nursing Curriculum 2013* has been adapted to include support workers and nurses providing care to PABC in general and specialist settings across the age spectrum, and to distinguish the different levels of practitioner identified in the Career Framework for Health. In addition, inclusion of cancer-specific nursing outcomes for pre-registration nursing students aims to ensure a minimum level of cancer-specific knowledge and skills have been met by students at the point of registration.

The cancer-specific nursing outcomes are mapped to the four themes of clinical/professional practice as shown in the following table.








Table 1: Mapping themes of practice to the EONS curriculum

| Themes of practice (DHSSPSNI 2014; DH 2010a; NLIAH 2010; NHS Scotland 2007; NMC 2010) | EONS Cancer Nursing Curriculum 2013: Modules |
|--|--|
| Clinical/direct patient care | The context of cancer nursing |
| Clinical/direct patient care | Basic science and treatment of cancer |
| Clinical/direct patient care | Nursing assessment and interventions in the management of people affected by cancer |
| Clinical/direct patient care | Cancer as a chronic illness/supportive and palliative care |
| Clinical/direct patient care | Understanding impact of cancer on the individual, families and health care professionals |
| Clinical/direct patient care | Information and communication in cancer care |
| Leadership/collaborative practice Improving quality and developing practice Developing self and others | Clinical leadership and resource management of cancer nursing |
| Improving quality and developing practice | Evidence-based and applied research in cancer care |

Cancer-specific learning outcomes are suggested and colour coded for each of the workforce groups.

- Pre-registration student nurses who contribute to the delivery of care to people affected by cancer at the point of registration (pale blue).
- Support workers providing cancer care in general/non-specialist and specialist cancer services (green).
- All registrants who deliver care to people affected by cancer in general/non-cancer specialist services (dark blue).
- Registrants who deliver care to people affected by cancer in specialist cancer services/roles practising at registered (light pink), senior (dark pink), advanced (purple), consultant (burgundy) levels.

Key

| | |
|---|--|
|  | Pre-registration practitioner nurses (Under supervision) |
|  | Support workers providing cancer care in general/non-specialist and specialist cancer services |
|  | Registrants at all levels providing cancer care in general/non-specialist services |
|  | Registered practitioners providing care in specialist cancer services |
|  | Senior practitioners providing care in specialist cancer services |
|  | Advanced practitioners providing care in specialist cancer services |
|  | Consultant practitioners providing care in specialist cancer services |

How to use the Framework

The Framework and outcomes are intended to have a stand-alone function; they may also be used in conjunction with other frameworks and with local, national or international guidelines.

For practitioners, the Framework and cancer-specific nursing outcomes may be a useful tool for:

- developing and reviewing job/role descriptions
- assessing clinical competence for different levels of practitioner
- developing personal goals
- performance appraisal.

Practitioners may find it helpful to use this Workplace development record template to:

- identify your current level of practice and role expectations/requirements within your care context (general or specialist cancer care)
- identify and develop your knowledge and skills in aspects of cancer care to realise the potential of your role
- plan your career pathway by identifying your learning and development needs
- identify opportunities to influence the development of cancer nursing practice
- discuss the Framework and cancer-specific nursing outcomes at your performance review/appraisal meetings to identify learning, development and support needs, and to review your progress to demonstrate achievement of the cancer-specific learning outcomes
- develop your action plan and summarise the evidence which demonstrates your achievement of the cancer-specific nursing outcomes relevant to your role or career aspirations. Your evidence may include examples of care plans, short reflective accounts of specific cases, copies of care/clinical pathways, analysis of key local,

national and international policy documents, mentor/peer observation as well as higher education accredited modules and programmes

- collate evidence relating to the cancer-specific learning outcomes for NMC revalidation. Templates for compiling and recording your evidence for NMC revalidation are available at: <http://revalidation.nmc.org.uk/download-resources>

1.0 The context of cancer nursing

| Learning outcomes. The practitioner will be able to: | Practitioner level | Self-assessment | Action plan | Evidence of success | Review date |
|--|--------------------|-----------------|-------------|---------------------|-------------|
| 1.1 critically review epidemiological and prevalence statistics for cancer within Europe, understanding both demographic and cultural differences | | | | | |
| 1.2 identify common causes, signs and symptoms of cancer and explain how their recognition and early diagnosis influences morbidity | | | | | |
| 1.3 describe how attitudes, values and beliefs in relation to cancer influence the care that cancer patients and their families receive | | | | | |
| 1.4 recognise the importance of employing culturally sensitive approaches in the care of people with cancer and their families | | | | | |
| 1.5 critically review the different policy contexts in which cancer care is delivered | | | | | |
| 1.6 outline the principles of cancer nursing practice and explain how health care is organised through the cancer journey. | | | | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | |
|---|--|--|--|--|--|--|
| 1.7 direct individuals and family members to appropriate information sources about epidemiology of cancer within Europe | | | | | | |
| 1.8 explain the multifactorial causes of cancer to cancer patients and members of their family, provide appropriate health and risk advice so that individuals can monitor for early signs of cancer and adopt healthy lifestyle behaviours | | | | | | |
| 1.9 demonstrate knowledge of the wider physical, psychological, social and spiritual factors that can affect people treated for cancer | | | | | | |
| 1.10 demonstrate a holistic, non-judgemental and caring manner; promote the rights, beliefs and wishes of individuals and families with cancer | | | | | | |
| 1.11 adjust professional behaviour to respond effectively to population and/or individual needs, dependent on the cancer care setting | | | | | | |
| 1.12 communicate the different roles, responsibilities and functions of a cancer nurse and respond effectively to population and individual needs. | | | | | | |

2.0 Basic science and treatment of cancer

| Learning outcomes. The practitioner will be able to: | Practitioner level | Self-assessment | Action plan | Evidence of success | Review date |
|---|---|-----------------|-------------|---------------------|-------------|
| 2.1 demonstrate a clear understanding of the aetiology, biology and patho-physiology in the development of cancer and the role that the immune system and genetics have in their development | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | | | |
| 2.2 identify risk factors for cancer and describe approaches for the prevention, screening and early detection of cancer | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | | | |
| 2.3 describe approaches to the diagnosis and staging of cancer and the nurse's role in supporting patients through this process | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | | | |
| 2.4 demonstrate understanding of the principles of cancer therapies and describe the application of multi-modality cancer treatment | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | | | |
| 2.5 demonstrate comprehensive knowledge of the common acute and late side effects of cancer therapies | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | | | |
| 2.6 reflect on lay perspectives of health and illness. | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>2.7 explain relevant information about the causes of cancer to patients and their families, assess their understanding of these and provide information and reassurance where necessary</p> | | | | | | | | | | | | | | |
| <p>2.8 participate in health promotion activities and provide appropriate health education to safeguard the health and wellbeing of the public</p> | | | | | | | | | | | | | | |
| <p>2.9 demonstrate sensitivity towards patients and families throughout all phases of the cancer journey</p> | | | | | | | | | | | | | | |
| <p>2.10 assess the patient and/or family members' understanding and is able to explain and facilitate patient education and choice in relation to these</p> | | | | | | | | | | | | | | |
| <p>2.11 undertake an accurate assessment of treatment side effects and applies relevant treatment knowledge to the nursing care of treatment side effects</p> | | | | | | | | | | | | | | |
| <p>2.12 provide a supportive environment in which patients and family members are encouraged to share their concerns.</p> | | | | | | | | | | | | | | |

3.0 Nursing assessment and interventions in the management of people affected by cancer

| Learning outcomes. The practitioner will be able to: | Practitioner level | Self-assessment | Action plan | Evidence of success | Review date |
|---|-----------------------|-----------------|-------------|---------------------|-------------|
| 3.1 demonstrate the principles of holistic assessment in cancer practice | 1 2 3 4 5 | | | | |
| 3.2 appraise decision making and how this impacts on cancer nursing assessment, using both objective and subjective health problems associated with cancer and its treatment | 1 2 3 4 5 | | | | |
| 3.3 demonstrate an understanding of the complex, changing, multiple health needs of patients with cancer and their families across the disease trajectory | 1 2 3 4 5 | | | | |
| 3.4 critically review the evidence base for nursing management of cancer symptoms and treatment side effects | 1 2 3 4 5 | | | | |
| 3.5 demonstrate knowledge about the safe administration of cancer therapies and the nursing interventions necessary to manage an adverse reaction to treatment | 1 2 3 4 5 | | | | |
| 3.6 construct a care plan for a patient with cancer and document appropriately. | 1 2 3 4 5 | | | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | |
|--|--|--|--|--|--|--|
| 3.7 undertake a comprehensive nursing assessment taking into account relevant physical, social, cultural, psychological and spiritual factors | | | | | | |
| 3.8 monitor the patient's health status for signs and symptoms of deterioration and take steps to document, intervene or refer appropriately | | | | | | |
| 3.9 implement and critically evaluate a range of evidence-based interventions to manage the complex, multiple needs of cancer patients and their families | | | | | | |
| 3.10 work in partnership with the patient to manage symptoms of cancer and subsequent consequences of cancer treatment | | | | | | |
| 3.11 demonstrate knowledge of health and safety implications for cancer treatments that impact on patients and other staff members. Safely administer and monitor treatment using the correct medical devices and/or techniques | | | | | | |
| 3.12 provide personalised care plans based on individual risks, needs and preferences of the patient. | | | | | | |

4.0 Cancer as a chronic illness/supportive and palliative care

| Learning outcomes. The practitioner will be able to: | Practitioner level | Self-assessment | Action plan | Evidence of success | Review date |
|--|-----------------------|-----------------|-------------|---------------------|-------------|
| 4.1 demonstrate knowledge of the implications of chronic illness and long-term survivorship in those affected by cancer | 1 2 3 4 5 | | | | |
| 4.2 understand the potential consequences of long-term and late effects of cancer treatment | 1 2 3 4 5 | | | | |
| 4.3 describe the principles of rehabilitation, self-management and lifestyle interventions for improving quality of life in those affected by cancer | 1 2 3 4 5 | | | | |
| 4.4 understand the importance of long-term medicines management and the dangers of non-adherence in patients with cancer | 1 2 3 4 5 | | | | |
| 4.5 demonstrate an understanding of the importance of seamless transitions between the acute and home care, and from active treatment to survival programmes, palliative and end of life care | 1 2 3 4 5 | | | | |
| 4.6 describe the role of supportive, palliative and end of life care for patients and their family | 1 2 3 4 5 | | | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | |
|--|--|--|--|--|--|--|
| 4.7 appropriately consider co-morbidity, the impact of chronic illness and long-term survivorship on the health status of the patient with cancer and members of their family and implement appropriate referrals to other professionals and agencies in respect of these | | | | | | |
| 4.8 undertake a risk assessment and provide appropriate help and advice in respect of self-monitoring of long-term consequences of cancer | | | | | | |
| 4.9 undertake an assessment of the motivation and capacity of the patient and family members to self-manage the condition and promote a healthy lifestyle during cancer rehabilitation | | | | | | |
| 4.10 effectively evaluate patient adherence and concordance when taking medication for cancer or other long-term chronic conditions and engage in patient education about the benefits of adherence | | | | | | |
| 4.11 engage in appropriate discharge planning and co-ordinate care between different health and social care providers, including voluntary and statutory care agencies | | | | | | |
| 4.12 facilitate appropriate discussions between health and social care professionals, patients and their family members to elicit their preferences with respect to the transition between active and palliative or end of life care. | | | | | | |

5.0 Understanding impact of cancer on the individual, families and health care professionals

| Learning outcomes. The practitioner will be able to: | Practitioner level | Self-assessment | Action plan | Evidence of success | Review date |
|---|---|-----------------|-------------|---------------------|-------------|
| 5.1 demonstrate an understanding of the potential psychosocial consequences of a cancer diagnosis and its treatment on individuals and their family members | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> </div> | | | | |
| 5.2 recognise the differing care needs of patients from disadvantaged or vulnerable groups | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> </div> | | | | |
| 5.3 discuss the impact of inheritable, social or lifestyle traits which predispose particular individuals or families to cancer and consider the impact of these on family health and social wellbeing | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> </div> | | | | |
| 5.4 describe the theories of supportive care and how coping strategies impact on quality of life of people with cancer and their families | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> </div> | | | | |
| 5.5 consider the potential emotional stress of caring for people who have cancer | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> </div> | | | | |
| 5.6 consider their own attitudes, beliefs and behaviours towards end of life care and appraise the clinical value of bereavement theories in palliative and end of life care. | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> </div> | | | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | |
|--|--|--|--|--|--|--|
| 5.7 provide advice and support to enable people to manage the impact of diagnosis and treatment on their relationships with those important to them | | | | | | |
| 5.8 use evidence-based strategies to deal with communication issues for patients from disadvantaged or vulnerable groups and refer appropriately | | | | | | |
| 5.9 undertake a family risk assessment and discuss social, heritable or lifestyle factors with at-risk individuals, whilst alleviating anxiety and providing help and reassurance to the worried well | | | | | | |
| 5.10 assess the supportive care needs of patients and their families, and be able to refer to appropriate support services | | | | | | |
| 5.11 recognise the social, financial and emotional consequences of a cancer diagnosis for patients with cancer and family members and respond appropriately, making suitable referrals if necessary | | | | | | |
| 5.12 demonstrate tact, reflexivity and sensitivity towards the needs of patients who are dying. Demonstrate awareness of their psychosocial and spiritual needs, and those of their family members. | | | | | | |

6.0 Information and communication in cancer care

| Learning outcomes. The practitioner will be able to: | Practitioner level | Self-assessment | Action plan | Evidence of success | Review date |
|---|-----------------------|-----------------|-------------|---------------------|-------------|
| 6.1 identify the information requirements of individuals with cancer during their cancer diagnosis, therapy, after care and period of supportive care | 1 2 3 4 5 | | | | |
| 6.2 describe health promotion theories and apply the principles of teaching and learning to patient education | 1 2 3 4 5 | | | | |
| 6.3 reflect on communication skills and consider theories of good communication in supporting the individual and family affected by cancer | 1 2 3 4 5 | | | | |
| 6.4 discuss how advocacy and disclosure in cancer care can benefit and cause conflict between individuals with cancer, families and health care providers | 1 2 3 4 5 | | | | |
| 6.5 identify how multidisciplinary team communication can benefit patient care and improve transitions between acute and home care | 1 2 3 4 5 | | | | |
| 6.6 differentiate between the different roles information technology can have in improving cancer documentation, remote health management and in providing supportive care | 1 2 3 4 5 | | | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | | |
|---|--|--|--|--|--|--|--|
| 6.7 direct individuals and family members to appropriate services and provide a plan or prescription of information | | | | | | | |
| 6.8 assess the on-going and changing needs of the patient and family members for education, evaluating the individual's understanding of advice and information over time | | | | | | | |
| 6.9 demonstrate the use of a range of communication techniques to promote wellbeing in a person with cancer, for example, counselling skills, challenging behaviour and active listening | | | | | | | |
| 6.10 demonstrate the use of advanced communication skills/techniques to promote wellbeing in people affected by cancer | | | | | | | |
| 6.11 recognise the ethical and legal dilemmas as an advocate in providing informed consent and support for patients with cancer | | | | | | | |
| 6.12 provide information and advice within the multidisciplinary team to support patient care | | | | | | | |
| 6.13 engage in electronic documentation and in supporting e-health and telemedicine with cancer care, for example, care planning and documentation systems, a survivorship care plan. | | | | | | | |

7.0 Clinical leadership and resource management of cancer nursing

| Learning outcomes. The practitioner will be able to: | Practitioner level | Self-assessment | Action plan | Evidence of success | Review date |
|--|--------------------|-----------------|-------------|---------------------|-------------|
| 7.1 consider the importance of legal, ethical and professional issues in relation to the care and management of patients with cancer | | | | | |
| 7.2 analyse and discuss the contribution made by quality standards to the care of cancer patients | | | | | |
| 7.3 articulate the principles of risk assessment and management in relation to the care of cancer patients | | | | | |
| 7.4 reflect on leadership styles and how different models of clinical leadership can impact on management of cancer care | | | | | |
| 7.5 discuss the strategies which might be used to facilitate both their own and others learning in clinical practice | | | | | |
| 7.6 discuss the importance of relevant resource management strategies in relation to cancer care. | | | | | |
| Practice-based skills and competences. The practitioner will be able to: | | | | | |
| 7.7 demonstrate the application of legal, ethical and professional principles in their practice and seek to act as an effective patient advocate at all times | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>7.8 provide leadership in the implementation and evaluation of cancer quality standards</p> | | | | | | |
| <p>7.9 inform the strategic direction and lead changes to cancer service delivery for a population/community</p> | | | | | | |
| <p>7.10 assess risk and implement appropriate risk management strategies in order to promote patient wellbeing and safety in their practice area</p> | | | | | | |
| <p>7.11 apply appropriate leadership and management strategies in their practice area and evaluate the impact of these upon others in the cancer care team</p> | | | | | | |
| <p>7.12 demonstrate evidence of his/her own CPD and actively promote the learning of colleagues and others in the clinical practice area</p> | | | | | | |
| | | | | | | |

8.0 Evidence-based and applied research in cancer care

| Learning outcomes. The practitioner will be able to: | Practitioner level | | | Self-assessment | Action plan | Evidence of success | Review date |
|--|--------------------|---|---|-----------------|-------------|---------------------|-------------|
| 8.1 evaluate the importance of cancer nursing research to the field of cancer care | 1 | 2 | 3 | | | | |
| 8.2 critically discuss the contribution of information technology to the implementation of evidence-based practice in cancer nursing | | | | | | | |
| 8.3 analyse different sources of information and apply as appropriate | | | | | | | |
| 8.4 describe the principles of cancer clinical trials and the contribution which nurses make to the safe conduct of multidisciplinary research | | | | | | | |
| 8.5 discuss ethical principles in relation to the conduct of cancer in clinical trials | | | | | | | |
| 8.6 outline the use of health services' research in cancer service development and explore the role of clinical audit in practice development | | | | | | | |
| 8.7 analyse the research process and range of research methods for cancer service development and explore the role of research and service evaluation in service development. | | | | | | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 8.8 correctly identify the need for clinical evidence and formulate appropriate clinical questions when working in cancer settings | | | | | | | | | | | | | | |
| 8.9 make appropriate use of information technologies when retrieving evidence upon which to base cancer nursing interventions in their practice area | | | | | | | | | | | | | | |
| 8.10 demonstrate the ability to provide evidence-based rationale for the cancer nursing interventions implemented in their clinical area | | | | | | | | | | | | | | |
| 8.11 demonstrate their ability to participate in clinical trials as part of a multi-professional team and support more junior colleagues in this role | | | | | | | | | | | | | | |
| 8.12 demonstrate appropriate strategies to safeguard the interests and wellbeing of patients, including obtaining informed consent, maintaining patient confidentiality and dignity, documenting and reporting drug interactions or other adverse events where required | | | | | | | | | | | | | | |
| 8.13 use specialist knowledge to contribute to the development of evidence-based policies and procedures and practice development for cancer nursing | | | | | | | | | | | | | | |
| 8.14 use knowledge of the research and audit process and methods to develop and lead projects for practice and service development for cancer nursing. | | | | | | | | | | | | | | |

Appendix 3: Mapping template for higher education institutions and in-service education providers

The mapping template has been developed to:

- inform curriculum development
- facilitate assessment of, and demonstrate the extent to which, programmes of learning for pre-registration nursing students enable students to achieve the cancer-specific nursing outcomes at the point of registration
- facilitate assessment of, and demonstrate the extent to which, CPD opportunities and accredited programmes (at undergraduate and postgraduate levels) enable registered nurses to meet the cancer-specific nursing outcomes
- facilitate collaborative working between education providers, employers, service providers and commissioners to promote learning opportunities which enable support workers and registered nurses to meet the cancer-specific nursing outcomes.
- Skills for Health Career Framework (2010)
- definitions of specialist and advanced level practice (NES 2007; NLIAH 2010; DH 2010; DHSSPS 2014)
- four themes of clinical/professional practice (DHSSPSNI 2014; DH 2010; NLIAH 2010; NES 2007; NMC 2010)
- the European Oncology Nursing Society *Cancer Nursing Curriculum* (EONS 2013).

The EONS *Cancer Nursing Curriculum* provides an educational framework, including eight modules which identify the fundamental knowledge and skills for post-registration nurses working in the field of oncology with adults with cancer. Its aim is to guide curricula development for nurses working in cancer centres or general practice/hospital settings.

The EONS (2013) *Cancer Nursing Curriculum* is presented in eight modules.

Guidelines

The *Career and education framework for cancer nursing* and cancer-specific nursing outcomes have been designed to support the development of pre-registration nursing students, support workers and registered nurses at all levels of practice who deliver care to people affected by cancer in generalist/non-specialist and specialist cancer services and roles. The cancer-specific nursing outcomes are adapted from the EONS *Cancer Nursing Curriculum 2013* and developed for the UK, drawing on a range of policy documents.

This Framework has been developed by the RCN and UKONS, supported by a grant from the HEA.

The cancer-specific nursing outcomes are aligned to and/or informed by:

1. The context of cancer nursing.
2. Basic science and the treatment of cancer.
3. Nursing assessment and interventions in the management of people affected by cancer.
4. Cancer as a chronic illness and supportive and palliative care.
5. Understanding impact of cancer on the individual, families and health care professionals.
6. Information and communication in cancer care.
7. Clinical leadership and resource management of cancer nursing.
8. Evidence-based and applied research in cancer care.

In this Framework, the EONS *Cancer Nursing Curriculum 2013* has been adapted to include support workers and nurses providing care to PABC in general and specialist settings across the age spectrum, and to distinguish the different levels of practitioner identified in the Career Framework for Health. In addition, inclusion of cancer-specific nursing outcomes for pre-

registration nursing students aims to ensure a minimum level of cancer-specific knowledge and skills have been met by students at the point of registration.

The cancer-specific nursing outcomes are mapped to the four themes of clinical/professional practice as shown in the following table.

Table 1: Mapping themes of practice to the EONS curriculum

| Themes of practice (DHSSPSNI 2014; DH 2010; NLIAH 2010; NHS Scotland 2007; NMC 2010) | EONS <i>Cancer Nursing Curriculum 2013</i>: Modules |
|--|--|
| Clinical/direct patient care | The context of cancer nursing |
| Clinical/direct patient care | Basic science and treatment of cancer |
| Clinical/direct patient care | Nursing assessment and interventions in the management of people affected by cancer |
| Clinical/direct patient care | Cancer as a chronic illness/supportive and palliative care |
| Clinical/direct patient care | Understanding impact of cancer on the individual, families and health care professionals |
| Clinical/direct patient care | Information and communication in cancer care |
| Leadership/collaborative practice Improving quality and developing practice Developing self and others | Clinical leadership and resource management of cancer nursing |
| Improving quality and developing practice | Evidence-based and applied research in cancer care |

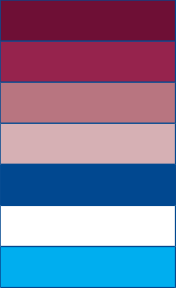



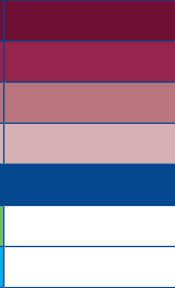

Cancer-specific learning outcomes are suggested and colour coded for each of the workforce groups.

- Pre-registration student nurses to contribute to the delivery of care to people affected by cancer at the point of registration (pale blue).
- Support workers providing cancer care in general/non-specialist and specialist cancer services (green).
- All registrants who deliver care to people affected by cancer in general/non-cancer specialist services (dark blue).
- Registrants who deliver care to people affected by cancer in specialist cancer services/roles practising at registered (light pink), senior (dark pink), advanced (purple), consultant (burgundy) levels.

Key

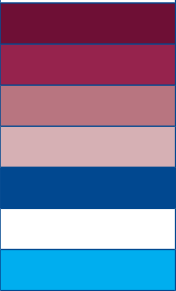




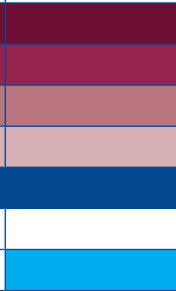
| | |
|--|--|
| | Pre-registration practitioner nurses (Under supervision) |
| | Support workers providing cancer care in general/non-specialist and specialist cancer services |
| | Registrants at all levels providing cancer care in general/non-specialist services |
| | Registered practitioners providing care in specialist cancer services |
| | Senior practitioners providing care in specialist cancer services |
| | Advanced practitioners providing care in specialist cancer services |
| | Consultant practitioners providing care in specialist cancer services |

1.0 The context of cancer nursing

| Learning outcomes. The practitioner will be able to: | Practitioner level | Evidence of achievement for (tick relevant programme): Pre-registration nursing programmes Continuing professional development: undergraduate or postgraduate | Review date and signature |
|--|---|--|------------------------------|
| 1.1 critically review epidemiological and prevalence statistics for cancer within Europe, understanding both demographic and cultural differences |  | | |
| 1.2 identify common causes, signs and symptoms of cancer and explain how their recognition and early diagnosis influences morbidity |  | | |
| 1.3 describe how attitudes, values and beliefs in relation to cancer influence the care that cancer patients and their families receive |  | | |
| 1.4 recognise the importance of employing culturally sensitive approaches in the care of people with cancer and their families |  | | |
| 1.5 critically review the different policy contexts in which cancer care is delivered |  | | |
| 1.6 outline the principles of cancer nursing practice and explain how health care is organised through the cancer journey. |  | | |

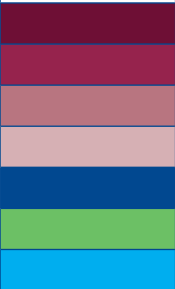
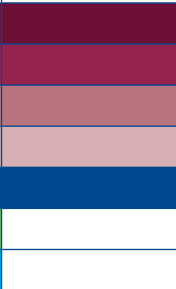


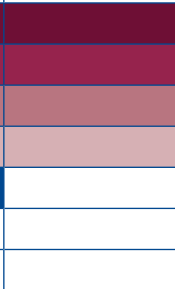
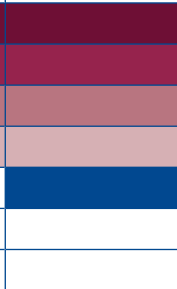
| Practice-based skills and competences. The practitioner will be able to: | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1.7 direct individuals and family members to appropriate information sources about epidemiology of cancer within Europe | | | | | | | | | | | | | | | | | | | | | |
| 1.8 explain the multifactorial causes of cancer to cancer patients and members of their family, provide appropriate health and risk advice so that individuals can monitor for early signs of cancer and adopt healthy lifestyle behaviours | | | | | | | | | | | | | | | | | | | | | |
| 1.9 demonstrate knowledge of the wider physical, psychological, social and spiritual factors that can affect people treated for cancer | | | | | | | | | | | | | | | | | | | | | |
| 1.10 demonstrate a holistic, non-judgemental and caring manner; promote the rights, beliefs and wishes of individuals and families with cancer | | | | | | | | | | | | | | | | | | | | | |
| 1.11 adjust professional behaviour to respond effectively to population and/or individual needs, dependent on the cancer care setting | | | | | | | | | | | | | | | | | | | | | |
| 1.12 communicate the different roles, responsibilities and functions of a cancer nurse and respond effectively to population and individual needs. | | | | | | | | | | | | | | | | | | | | | |

2.0 Basic science and treatment of cancer

| Learning outcomes. The practitioner will be able to: | Practitioner level | Evidence of achievement for (tick relevant programme): Pre-registration nursing programmes Continuing professional development undergraduate or postgraduate | Review date and signature |
|---|---|---|------------------------------|
| 2.1 demonstrate a clear understanding of the aetiology, biology and patho-physiology in the development of cancer and the role that the immune system and genetics have in their development |  | | |
| 2.2 identify risk factors for cancer and describe approaches for the prevention, screening and early detection of cancer |  | | |
| 2.3 describe approaches to the diagnosis and staging of cancer and the nurse's role in supporting patients through this process |  | | |
| 2.4 demonstrate understanding of the principles of cancer therapies and describe the application of multi-modality cancer treatment |  | | |
| 2.5 demonstrate comprehensive knowledge of the common acute and late side effects of cancer therapies |  | | |
| 2.6 reflect on lay perspectives of health and illness. |  | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | |
|---|--|--|--|--|--|
| 2.7 explain relevant information about the causes of cancer to patients and their families, assess their understanding of these, and provide information and reassurance where necessary | | | | | |
| 2.8 participate in health promotion activities and provide appropriate health education to safeguard the health and wellbeing of the public | | | | | |
| 2.9 demonstrate sensitivity towards patients and families throughout all phases of the cancer journey | | | | | |
| 2.10 assess the patient and/or family members' understanding and is able to explain and facilitate patient education and choice in relation to these | | | | | |
| 2.11 undertake an accurate assessment of treatment side effects and apply relevant treatment knowledge to the nursing care of treatment side effects | | | | | |
| 2.12 provide a supportive environment in which patients and family members are encouraged to share their concerns. | | | | | |

3.0 Nursing assessment and interventions in the management of people affected by cancer

| Learning outcomes. The practitioner will be able to: | Practitioner level | Evidence of achievement for (tick relevant programme): Pre-registration nursing programmes Continuing professional development undergraduate or postgraduate | Review date and signature |
|---|---|---|------------------------------|
| 3.1 demonstrate the principles of holistic assessment in cancer practice |  | | |
| 3.2 appraise decision-making and how this impacts on cancer nursing assessment, using both objective and subjective health problems associated with cancer and its treatment |  | | |
| 3.3 demonstrate an understanding of the complex, changing, multiple health needs of patients with cancer and their families across the disease trajectory |  | | |
| 3.4 critically review the evidence base for nursing management of cancer symptoms and treatment side effects |  | | |
| 3.5 demonstrate knowledge about the safe administration of cancer therapies and the nursing interventions necessary to manage an adverse reaction to treatment |  | | |
| 3.6 construct a care plan for a patient with cancer and document appropriately. |  | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>3.7 undertake a comprehensive nursing assessment taking into account relevant physical, social, cultural, psychological and spiritual factors</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.8 monitor the patient's health status for signs and symptoms of deterioration and take steps to document, intervene or refer appropriately</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.9 implement and critically evaluate a range of evidence-based interventions to manage the complex, multiple needs of cancer patients and their families</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.10 work in partnership with the patient to manage symptoms of cancer and subsequent consequences of cancer treatment</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.11 demonstrate knowledge of health and safety implications for cancer treatments that impact on patients and other staff members. Safely administer and monitor treatment, using the correct medical devices and/or techniques</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.12 provide personalised care plans based on individual risks, needs and preferences of the patient.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

4.0 Cancer as a chronic illness/supportive and palliative care

| Learning outcomes. The practitioner will be able to: | Practitioner level | Evidence of achievement for (tick relevant programme): Pre-registration nursing programmes Continuing professional development undergraduate or postgraduate | Review date and signature |
|---|---|---|------------------------------|
| 4.1 demonstrate knowledge of the implications of chronic illness and long-term survivorship in those affected by cancer | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | |
| 4.2 understand the potential consequences of long-term and late effects of cancer treatment | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | |
| 4.3 describe the principles of rehabilitation, self-management and lifestyle interventions for improving quality of life in those affected by cancer | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | |
| 4.4 understand the importance of long-term medicines' management and the dangers of non-adherence in patients with cancer | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | |
| 4.5 demonstrate an understanding of the importance of seamless transitions between the acute and home care, and from active treatment to survival programmes, palliative and end of life care | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | |
| 4.6 describe the role of supportive, palliative and end of life care for patients and their family. | <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> <div style="background-color: #0070C0; height: 10px; width: 100%;"></div> | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | |
|---|--|--|--|--|--|
| <p>4-7 appropriately consider co-morbidity, the impact of chronic illness and long-term survivorship on the health status of the patient with cancer and their family members, and implement appropriate referrals to other professionals and agencies in respect of these</p> | | | | | |
| <p>4-8 undertake a risk assessment and provide appropriate help and advice in respect of self-monitoring of long-term consequences of cancer</p> | | | | | |
| <p>4-9 undertake an assessment of the motivation and capacity of the patient and family members to self-manage their condition and promote a healthy lifestyle during cancer rehabilitation</p> | | | | | |
| <p>4-10 effectively evaluate patient adherence and concordance when taking medication for cancer or other long-term chronic conditions and engage in patient education about the benefits of adherence</p> | | | | | |
| <p>4-11 engage in appropriate discharge planning and co-ordinate care between different health and social care providers, including voluntary and statutory care agencies</p> | | | | | |
| <p>4-12 facilitate appropriate discussions between health and social care professionals, patients and their family members to elicit their preferences with respect to the transition between active and palliative or end of life care.</p> | | | | | |

5.0 Understanding impact of cancer on the individual, families and health care professionals

| Learning outcomes. The practitioner will be able to: | Practitioner level | Evidence of achievement for (tick relevant programme): Pre-registration nursing programmes Continuing professional development: undergraduate or postgraduate | Review date and signature |
|---|--------------------|--|---------------------------|
| 5.1 demonstrate an understanding of the potential psychosocial consequences of a cancer diagnosis and its treatment on individuals and their family members | | | |
| 5.2 recognise the differing care needs of patients from disadvantaged or vulnerable groups | | | |
| 5.3 discuss the impact of inheritable, social or lifestyle traits which predispose particular individuals or families to cancer and consider the impact of these on family health and social wellbeing | | | |
| 5.4 describe the theories of supportive care and how coping strategies impact on quality of life of people with cancer and their families | | | |
| 5.5 consider the potential emotional stress of caring for people who have cancer | | | |
| 5.6 consider their own attitudes, beliefs and behaviours towards end of life care and appraise the clinical value of bereavement theories in palliative and end of life care. | | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| <p>5.7 provide advice and support to enable people to manage the impact of diagnosis and treatment on their relationships with those important to them</p> | | | | | | | | |
| <p>5.8 use evidence-based strategies to deal with communication issues for patients from disadvantaged or vulnerable groups and refer appropriately</p> | | | | | | | | |
| <p>5.9 undertake a family risk assessment and discuss social, heritable or lifestyle factors with at-risk individuals whilst alleviating anxiety and providing help and reassurance to the worried well</p> | | | | | | | | |
| <p>5.10 assess the supportive care needs of patients and their families, and be able to refer to appropriate support services</p> | | | | | | | | |
| <p>5.11 recognise the social, financial and emotional consequences of a cancer diagnosis for patients with cancer and family members and respond appropriately, making suitable referrals if necessary</p> | | | | | | | | |
| <p>5.12 demonstrate tact, reflexivity and sensitivity towards the needs of patients who are dying, and demonstrate awareness of their psychosocial and spiritual needs, and those of their family members.</p> | | | | | | | | |

6.0 Information and communication in cancer care

| Learning outcomes. The practitioner will be able to: | Practitioner level | Evidence of achievement for (tick relevant programme): Pre-registration nursing programmes Continuing professional development: undergraduate or postgraduate | Review date and signature |
|---|---|--|------------------------------|
| 6.1 identify the information requirements of individuals with cancer during their cancer diagnosis, therapy, after care and period of supportive care | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #92d050;"></div> <div style="width: 20px; height: 20px; background-color: #0070c0;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> </div> | | |
| 6.2 describe health promotion theories and apply the principles of teaching and learning to patient education | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> </div> | | |
| 6.3 reflect on communication skills and consider theories of good communication in supporting the individual and family affected by cancer | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #92d050;"></div> <div style="width: 20px; height: 20px; background-color: #0070c0;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> </div> | | |
| 6.4 discuss how advocacy and disclosure in cancer care can benefit and cause conflict between individuals with cancer, families and health care providers | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> </div> | | |
| 6.5 identify how multidisciplinary team communication can benefit patient care and improve transitions between acute and home care | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #92d050;"></div> <div style="width: 20px; height: 20px; background-color: #0070c0;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> </div> | | |
| 6.6 differentiate between the different roles information technology can have in improving cancer documentation, remote health management and in providing supportive care. | <div style="display: flex; justify-content: space-between;"> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> <div style="width: 20px; height: 20px; background-color: #000000;"></div> </div> | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 6.7 direct individuals and family members to appropriate services and provide a plan or prescription of information | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.8 assess the on-going and changing needs of the patient and family members for education, evaluating the individuals understanding of advice and information over time | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.9 demonstrate the use of a range of communication techniques to promote wellbeing in a person with cancer, for example, counselling skills, challenging behaviour and active listening | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.10 demonstrate the use of advanced communication skills/techniques to promote wellbeing in people affected by cancer | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.11 recognise the ethical and legal dilemmas as an advocate in providing informed consent and support for patients with cancer | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.12 provide information and advice within the multidisciplinary team to support patient care | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.13 engage in electronic documentation and in supporting e-health and telemedicine with cancer care, for example, care planning and documentation systems, a survivorship care plan. | | | | | | | | | | | | | | | | | | | | | | | | | |

7.0 Clinical leadership and resource management of cancer nursing

| Learning outcomes. The practitioner will be able to: | Practitioner level | Evidence of achievement for (tick relevant programme): Pre-registration nursing programmes Continuing professional development: undergraduate or postgraduate | Review date and signature |
|--|--------------------|--|------------------------------|
| <p>7.1 consider the importance of legal, ethical and professional issues in relation to the care and management of patients with cancer</p> | | | |
| <p>7.2 analyse and discuss the contribution made by quality standards to the care of cancer patients</p> | | | |
| <p>7.3 articulate the principles of risk assessment and management in relation to the care of cancer patients</p> | | | |
| <p>7.4 reflect on leadership styles and how different models of clinical leadership can impact on management of cancer care</p> | | | |
| <p>7.5 discuss the strategies which might be used to facilitate both their own and others learning in clinical practice</p> | | | |
| <p>7.6 discuss the importance of relevant resource management strategies in relation to cancer care.</p> | | | |

| Practice-based skills and competences. The practitioner will be able to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 7.7 demonstrate the application of legal, ethical and professional principles in their practice and seek to act as an effective patient advocate at all times | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.8 provide leadership in the implementation and evaluation of cancer quality standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.9 inform the strategic direction and lead changes to cancer service delivery for a population/community | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.10 assess risk and implement appropriate risk management strategies in order to promote patient wellbeing and safety in their practice area | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.11 apply appropriate leadership and management strategies in their practice area and evaluate the impact of these upon others in the cancer care team | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.12 demonstrate evidence of their own CPD and actively promote the learning of colleagues and others in the clinical practice area | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.13 contribute to the development and delivery of accredited and non-accredited cancer education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.14 demonstrate the ability to plan, allocate, coordinate and evaluate the use of health care resources in an appropriate manner when providing care to patients with cancer and their families. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

8.0 Evidence-based and applied research in cancer care

| Learning outcomes. The practitioner will be able to: | Practitioner level | Evidence of achievement for (tick relevant programme): Pre-registration nursing programmes Continuing professional development: undergraduate or postgraduate | Review date and signature | | | | | | | |
|--|--|--|------------------------------|--|--|--|--|--|--|--|
| 8.1 evaluate the importance of cancer nursing research to the field of cancer care | <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> | | | | | | | | | |
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| 8.2 critically discuss the contribution of information technology to the implementation of evidence-based practice in cancer nursing | <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> | | | | | | | | | |
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| 8.3 analyse different sources of information and apply as appropriate | <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> | | | | | | | | | |
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| 8.4 describe the principles of cancer clinical trials and the contribution which nurses make to the safe conduct of multidisciplinary research | <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> | | | | | | | | | |
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| 8.5 discuss ethical principles in relation to the conduct of cancer in clinical trials | <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> | | | | | | | | | |
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| 8.6 outline the use of health services research in cancer service development and explore the role of clinical audit in practice development | <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> | | | | | | | | | |
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| 8.7 analyse the research process and range of research methods for cancer service development and explore the role of research and service evaluation in service development. | <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table> | | | | | | | | | |
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| Practice-based skills and competences. The practitioner will be able to: | | | | | | |
|--|--|--|--|--|--|--|
| 8.8 correctly identify the need for clinical evidence and formulate appropriate clinical questions when working in cancer settings | | | | | | |
| 8.9 make appropriate use of information technologies when retrieving evidence upon which to base cancer nursing interventions in their practice area | | | | | | |
| 8.10 demonstrate the ability to provide evidence-based rationale for the cancer nursing interventions implemented in their clinical area | | | | | | |
| 8.11 demonstrate their ability to participate in clinical trials as part of a multi-professional team and support more junior colleagues in this role | | | | | | |
| 8.12 demonstrate appropriate strategies to safeguard the interests and wellbeing of patients, including obtaining informed consent, maintaining patient confidentiality and dignity, documenting and reporting drug interactions or other adverse events where required | | | | | | |
| 8.13 use specialist knowledge to contribute to the development of evidence-based policies and procedures and practice development for cancer nursing | | | | | | |
| 8.14 use knowledge of the research and audit process and methods to develop and lead projects for practice and service development for cancer nursing. | | | | | | |



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