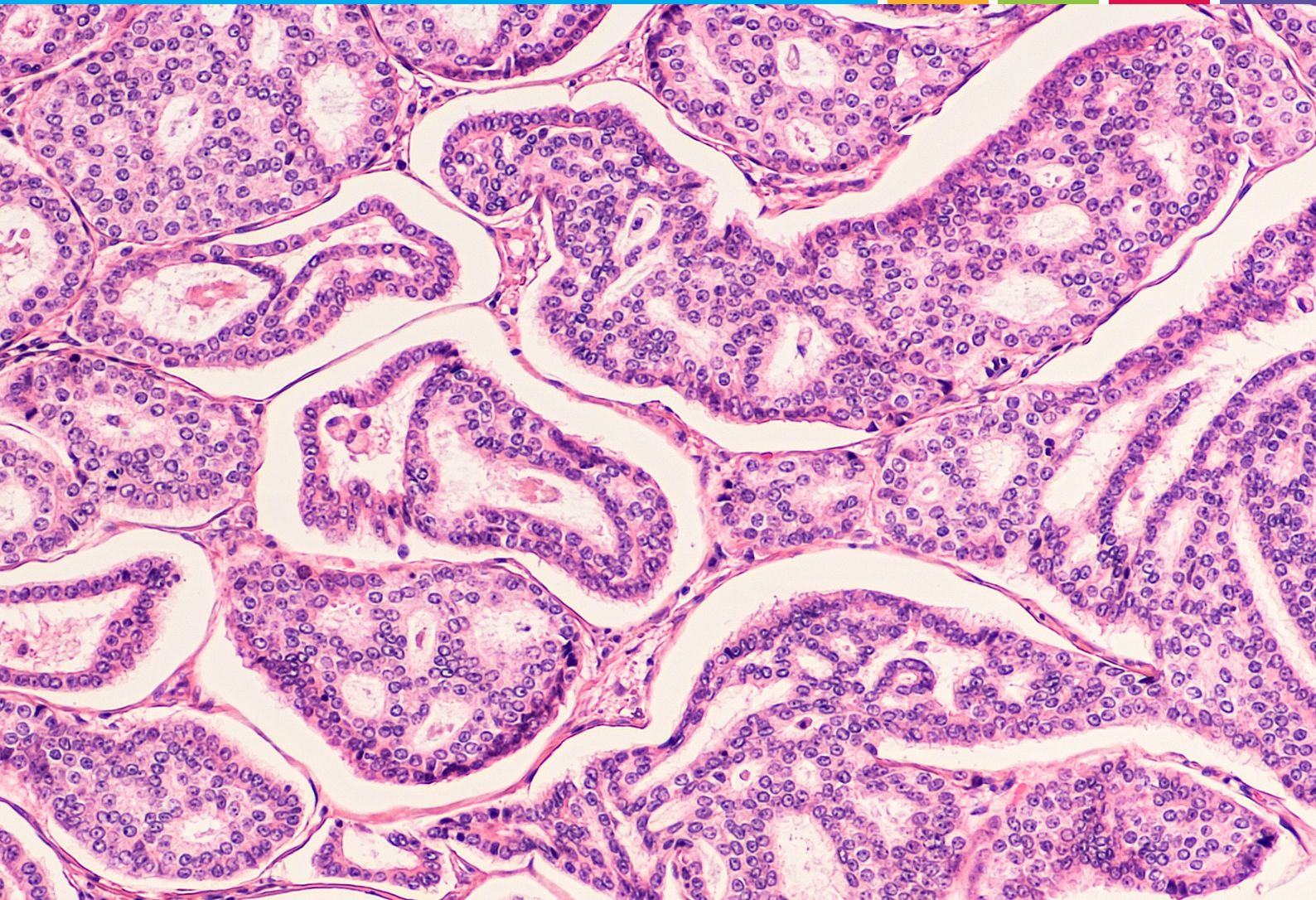


Career Pathway and Education Framework for Cancer Nursing

CLINICAL PROFESSIONAL RESOURCE



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Guidance for:

- pre-registration nursing students
- nursing support/support workers providing care to people affected by cancer in general settings and to adults in specialist cancer services
- registered nursing associates providing care to people affected by cancer in general settings and to adults in specialist cancer services
- registered nurses providing care to people affected by cancer in general settings
- registered nurses providing care to adults affected by cancer in specialist cancer services.

1. Summary

The Career and Education Framework for Cancer Nursing ('the Framework') was first published 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) in 2017.

The 2017 Framework for UK nurses was the first to include cancer-specific outcomes for pre-registration students, support workers and registered nurses. This updated Framework incorporates cancer-specific outcomes for pre-registration nursing students, nursing support workers/support workers, registered nursing associates (England only) and registered nurses.

The Framework and cancer-specific 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 five workforce groups:

1. pre-registration nursing students to have achieved at the point of registration
2. nursing support/support workers providing care to people affected by cancer across all ages in non-specialist/general settings and to adults in specialist cancer services
3. registered nursing associates providing care to people affected by cancer across all ages in non-specialist/general settings and to adults in specialist cancer services
4. registered nurses providing care to people affected by cancer across all ages in non-specialist/general settings*
5. registered nurses providing care to adults affected by cancer in specialist cancer services*

The purpose of this publication is to:

1. provide a pathway for career development and a framework for training, continuing development and education for pre-registration nursing students, nursing support workers/ support workers, nursing associates and registered nurses who provide care to adults affected by cancer in specialist cancer services*
2. provide a pathway for career development and a framework for training, continuing development and education for pre-registration students, nursing support workers/ support workers, nursing associates and registered nurses who provide care to people affected by cancer (PABC) across all ages in general/non-specialist settings*
3. set out a framework that will help practitioners, employers, commissioners and PABC understand the level of education/capability which correlates to a particular level of practice or role
4. provide information relevant to Higher Education Institutions (HEIs), employers, providers of cancer services, commissioners and policy makers for the development of the workforce, roles, learning opportunities and education programmes
5. provide a point of reference to help identify and develop the knowledge, skills and capabilities in cancer care of the nursing workforce through accredited programmes, and non-accredited learning and workplace-based development opportunities that target not only professional, but local service needs.

* Registered nurses working in paediatric cancer services should follow the ‘Career and Education Framework for CYP cancer nursing’ which is also applicable to children’s nursing students, nursing associates and support workers in paediatric services (forthcoming late spring/early summer 2022).

This updated Career Pathway and Education Framework for Cancer Nursing and the cancer-specific outcomes have been developed and informed by international, European and UK-wide policy for cancer care. These global policies advocate that, for improvements to be achieved in the delivery of care to PABC, workforce development is essential (WHO, 2020). In addition, education standards for pre-registration students (NMC, 2018b) and Registered Nursing Associates (NMC, 2018a), and career pathways, including advanced level practice guidance, are used.

As part of the development and testing of the 2017 Framework and the cancer-specific outcomes, registered nurses providing general and specialist cancer care were involved in the pilot stages. This pilot also included mapping exercises by HEIs against pre-registration and continuing professional development programmes, as well as feedback from an expert group. The feedback confirmed that the Framework and outcomes had the potential to deliver benefits for the nursing workforce, employers and PABC.

This updated Framework has been developed in consultation with RCN/CCLG Children and Young People Cancer Nurses Community (CYPCN), United Kingdom Oncology Nursing Society (UKONS), the North-west Cancer Alliances (Greater Manchester Cancer Alliance, Cheshire and Merseyside Cancer Alliance, Lancashire and South Cumbria Cancer Alliance) and Skills for Health using the European Oncology Nursing Society (EONS) (2018) Cancer Nursing Education Framework. The outcomes for Registered Nursing Associates have been proposed by UKONS Board members. In addition, as part of the North-west Cancer Alliances and Skills for Health Cancer Nurse Specialist project (Skills for Health, 2021), mapping of the EONS outcomes has been undertaken with their research findings. This mapping confirmed alignment of the EONS outcomes for Cancer Nurse Specialist roles and identified two additional outcomes related to ‘investigation and diagnosis skills’ and ‘independent prescribing’. These two areas are included, additional to the outcomes from the EONS (2018) Cancer Nursing Education Framework.

This publication includes:

- a summary of the contemporary UK policy background informing the development of the Framework
- key definitions relating to the delivery of cancer care, levels of nursing practice and pillars of professional practice to structure the cancer-specific outcomes
- cancer-specific outcomes for pre-registration nursing students to deliver care to PABC across all ages in general/non-specialist settings and to adults in specialist cancer services at the point of registration
- cancer-specific outcomes for unregistered nursing support workers/support workers who contribute to the delivery of care for PABC across all ages in general settings and to adults in specialist cancer services
- cancer-specific outcomes for registered nursing associates who contribute to the delivery of care for PABC across all ages in general settings and to adults in specialist cancer services

- cancer-specific outcomes for registered nurses providing care for PABC across all ages in general settings
- cancer-specific outcomes for registered nurses practising at registration, enhanced, advanced or consultant practitioner levels in specialist cancer services/roles for adults affected by cancer.

The career pathway, cancer-specific outcomes and education framework form a useful toolkit for practitioners, employers, organisations, HEIs, commissioners and policy makers to:

- provide clarity about the cancer-specific outcomes required by 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 workforce is able to meet the cancer-specific 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 workforce
- assist employers and clinical services with designing role descriptors and job plans incorporating cancer care, and to appropriately develop the expertise of their 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 outcomes required by pre-registration students, nursing support workers/ support workers, nursing associates and registered nurses delivering care for PABC across all ages in general settings and to adults in specialist cancer services
- provide a common language across the UK for role titles, levels of practice, cancer-specific outcomes. This will encourage consistency and sustainability in cancer education and training, and help practitioners demonstrate learning that can be transferred across settings and organisations and inform their career development
- assist commissioners and services to develop minimum standards and key performance indicators for cancer-specific knowledge and skills of the cancer workforce.

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2. Introduction and background

Cancer is a complex and critical disease that will affect 1 in 2 during their lifetime. The World Health Organization (WHO) report on cancer (2020) identifies that the global burden of cancer will increase with predicted 29.4 million cancer cases/year globally and 1 in 6 deaths due to cancer. In the United Kingdom (UK), the number of people living with a cancer diagnosis is set to double from more than 2 million in 2021 to 4 million in 2030. Cancer is also the most common cause of death in the UK (CRUK, 2021). At the same time, the diagnosis, treatment and management of cancer are becoming more complex with the advancement of scientific and genetic understanding and technological innovations which have the potential to transform our ability to prevent, diagnose, treat and care for PABC of all ages.

It is a common misconception that cancer in children and young people is rare. A child's cancer risk rises from being very low (1 in 4700) in the first year of life, rising rapidly until 5 years of age (1 in 1000), achieving moderate risk by 15 years, (1 in 450) and a substantial risk by 20 years (1 in 320). These risks are similar to other common childhood conditions such as diabetes, epilepsy and bacterial meningitis, and it is imperative that the whole nursing workforce from pre-registration through to advanced clinical practitioners in primary and secondary care have this awareness (Walker, 2021) There are few clearly evidenced 'red flag' symptoms for childhood cancer, although a study by Dommett et al., concluded that three visits with the same symptoms (from a set of 12 common symptoms identified) within three months raised the risk for a cancer diagnosis by ten-fold (Dommett, 2013). Two evidence based public awareness campaigns are trying to influence the public's perception of childhood cancer, one already published www.headsmart.org.uk for Brain Tumours and the second www.cclg.org.uk/ChildCancerSmart for all other cancers in childhood is in progress (2021). Cancer is also 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 be living with other chronic conditions.

Never has the time to focus upon the cancer workforce been more critical. This has been emphasised in the implementation plan in Chapter 08, of the WHO report. The report's recommendations 8 and 9 confirm the need to train and optimise the workforce. The importance of developing the cancer workforce has also been emphasised within Europe and the UK. The European Oncology Nursing Society (EONS, 2018) Cancer Nursing Education Framework, for example, identifies the fundamental knowledge and skills required for post-registration nurses working with PABC. The significant role of the nursing and the allied health professions workforce in supporting people to live well with and beyond cancer has been acknowledged in multiple cancer and workforce policies in the UK (NHS England, 2018; 2019a; 2019b; HEE 2019; Macmillan Cancer Support, 2021) including the NHS Long-Term plan (NHS England, 2019a) which sets out a list of key deliverables and milestones for services caring for PABC. Numerous calls have been made to develop the nursing and AHP cancer workforce through establishing nationally agreed career pathways with associated education and development opportunities (NHS England, 2018; 2019a; 2019b; HEE, 2019; Macmillan Cancer Support, 2021; RCN, 2017)

to ensure the right number of cancer nurses and AHPs, and a cancer workforce with the knowledge, skills and capabilities to effectively deliver the care PABC need.

The overall purpose of this Framework is to provide guidance regarding the knowledge, skills and capabilities required by unregistered nursing support workers/ support workers, registered nursing associates, registered nurses who care for PABC of all ages in general settings and those who care for adults in specialist cancer services and roles as part of multi-professional teams across the UK nations. These members of the workforce make a critical contribution to the delivery of cancer care and cancer services across primary, secondary, tertiary and community settings, and in supra-regional centres providing care for patients with rarer cancers, not just for diagnosis and treatment, but as a key part of prehabilitation, rehabilitation, recovery, and living with and beyond cancer (HEE, 2019; Macmillan Cancer Support, 2019; Macmillan Cancer Support, 2018a, 2018b; Andritsch et al., 2017).

This Career Pathway and Education Framework for Cancer Nursing (the 'Framework') has been updated by the Royal College of Nursing (RCN) Cancer and Breast Care Forum working in consultation with the RCN/CCLG Children and Young People Cancer Nurses Community (CYPCN), UKONS, North-west Cancer Alliances and Skills for Health in response to changes in the commissioning and delivery of health services, the introduction of the Registered Nursing Associate role (England only), developments in advanced levels of practice and publications from the four UK Departments of Health. These all advocate that, for improvements to be achieved in the delivery of care to PABC, workforce development is required.

The 2017 Framework was the first UK framework to include cancer-specific outcomes for pre- registration students, unregistered support workers, registered nurses providing cancer care in non-specialist/general services and registered nurses at different levels providing cancer care in specialist services/roles. This updated version includes the Registered Nursing Associate role introduced in England.

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

1. pre-registration nursing students to have achieved at the point of registration
2. nursing support/support workers providing care to PABC across all ages in non-specialist/general settings and to adults in specialist cancer services
3. registered nursing associates providing care to PABC across all ages in non-specialist/general settings and to adults in specialist cancer services
4. registered nurses providing care to PABC across all ages in non-specialist/general settings
5. registered nurses at registration, enhanced, advanced and consultant levels providing care to adults affected by cancer 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 for all new registrants at the point of professional registration. The cancer-specific outcomes identified for registered nurses providing care to PABC in general/non-cancer specialist

services/roles seek to ensure induction, consolidation and ongoing development of knowledge and skills in cancer care. The level of practice and academic/professional preparation identified for registered nurses providing care to adults in specialist cancer services/roles offers a career pathway with consistency of title, skills, knowledge and preparation across the UK.

As part of the development and testing of the 2017 Framework and the cancer-specific outcomes, registered nurses providing general and specialist cancer care were involved in the pilot stages. This also included mapping exercises by HEIs against pre-registration and continuing professional development programmes, as well as feedback from an expert group. This feedback confirmed that the Framework and outcomes had the potential to deliver benefits for the nursing workforce, employers and PABC. This updated Framework has been developed using evidence gathered through a rapid review of literature and policies, mapping of existing competency and capability frameworks, consultation with RCN/CCLG Children and Young People Cancer Nurses Community (CYPCN); UKONS, mapping by North-west Cancer Alliances and Skills to Health to their research findings and work related to the Cancer Nurse Specialist role. This mapping demonstrated alignment to the European Oncology Nursing Society (EONS) (2018) Education Framework outcomes and identified two additional outcomes focused on 'Investigation and diagnosis skills' and 'Independent prescribing' which are included in this Framework.

The updated Framework is also aligned to and/or informed by:

- Professional Standards Framework (Royal College of Nursing, 2021b)
- Career Framework for Health (Skills for Health, 2010)
- Enhanced Clinical Practitioner Apprenticeship (Health Education England, 2021)
- Definitions and frameworks for advanced level practice (Health Education and Improvement Wales, 2021; Department of Health Northern Ireland, 2018; HEE, 2017b; NHS Education Scotland, 2021)
- Standards proficiency for registered nurses (Nursing and Midwifery Council (NMC), 2018a)
- Standards of proficiency for registered nursing associates (NMC, 2018b)
- Cancer Nursing Education Framework (European Oncology Nursing Society (EONS), 2018)

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) and, more recently, Macmillan Cancer Support (2021), by helping to promote a UK-wide career pathway for cancer nursing.

3. Purpose/rationale

This framework promotes a consistent, inclusive and flexible approach to learning and development focused on a career pathway for general and specialist cancer care for the nursing workforce. It is aspirational and values previous learning and existing knowledge and skills. It acknowledges the place of formal and informal learning in supporting the workforce providing care to PABC in general/non-specialist and specialist cancer services and roles to develop knowledge and skills, and acknowledges sector and discipline-specific standards and frameworks. The framework's flexibility enables it to be used in different ways to support career pathways in cancer, learning and development at individual, service-providers and organisational levels.

Purpose of the Framework

The purpose of the Framework and outcomes is to:

- provide a pathway for career development and a framework for education, training, and continuing development for pre-registration nursing students, nursing support workers/ support workers, nursing associates and registered nurses who provide care to adults affected by cancer in specialist cancer services*
- provide a pathway for career development and a framework for training, continuing development and education for pre-registration students, nursing support workers/ support workers, nursing associates and registered nurses who provide care to people affected by cancer (PABC) across all ages in general/non-specialist settings*
- set out a framework that will help practitioners, employers, commissioners and PABC understand the level of education/capability which correlates to a particular level of practice or role
- provide information relevant to Higher Education Institutions (HEIs), employers, providers of cancer services, commissioners and policy makers for the development of the workforce, roles, learning opportunities and education programmes
- provide a point of reference to help identify and develop the knowledge, skills and capabilities in cancer care of the nursing workforce through accredited programmes, and non-accredited learning and workplace-based development opportunities that target not only professional, but local service needs.

*Registered nurses working in paediatric cancer services should follow the 'Career and Education Framework for CYP cancer nursing' which is also applicable to children's nursing students, nursing associates and support workers in paediatric services (forthcoming late spring/early summer 2022).

Aim

The Framework aims to provide guidance for the preparation and development of:

- pre-registration nursing students to deliver care to PABC at the point of registration
- unregistered nursing support worker/ support worker, registered nursing associates and registered nurses who care for PABC across all ages and the care continuum in general/non-specialist settings and services
- unregistered nursing support worker/ support worker, registered nursing associates,

registered nurses practising at registration, enhanced, advanced and consultant levels who care for adults affected by cancer across the care continuum in specialist cancer settings/services and roles.

Principles underpinning the Framework

This framework is underpinned by the following principles that promote a person-centred, outcomes focused approach to cancer care intended to guide practitioners to deliver high-quality holistic cancer care centred on what matters to people, their families and carers.

- 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.
- Registered nurses make an important contribution to assessing and meeting the needs of PABC at all stages of the care continuum and across all ages.
- Consistent with the United Nations Sustainable Development Goals (UN 2015) including SDG 3 focused on “ensuring healthy lives and promote well-being for all at all ages”, registered nurses, registered nursing associates and nursing support/support workers working in cancer care will 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
 - continue to develop their knowledge to inform improvements in outcomes for PABC, particularly where they relate to interventions 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
 - understand practitioner and organisational responsibilities for assurance of quality, safety and value regarding procurement of consumables, medical devices and services
 - recognise how digitalisation can transform health and care through technology and identify their own learning needs associated with this
 - recognise the impact of developing genetics knowledge for cancer, and the development of personalised treatments and care, through accessing genomics education.
- Consistent with the Equality Act (2010), undertake an Equality Impact Assessment related to the implementation of this Framework, identifying the potential impact on the nine protected characteristics resulting from the criteria and access to opportunities outlined in the Framework. A separate/additional equality impact assessment is needed when implementing this Framework for children and young people with cancer.

4. 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 all ages 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 (including prehabilitation and rehabilitation)
4. following and between treatment (rehabilitation and survivorship)
5. palliative and end of life care if the cancer is not cured.

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 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. Government policies have formalised the vision of cancer service delivery with care for PABC 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 fundamental 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.

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

5. Alignment/mapping to national transferable standards

Guidance underpinning the Framework: registration, enhanced, advanced and consultant level practice

In response to the changing landscape of health care delivery, nurses are leading and delivering a range of general 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 practitioners working with enhanced or advanced knowledge and skills to: treat, refer, request diagnostic investigations, prescribe medications and deliver courses of treatment.

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/practice of practitioners. Across the UK, there continues to be varied understanding of the meaning of the titles and the role expectation of nurses using them. Significant progress is, however, being made to clarify levels of practice for enhanced, advanced and consultant practice through national work on apprenticeship standards (Health Education England, 2021), workforce standards (RCN, 2021b) and advanced practice (Health Education and Improvement Wales, 2021; Department of Health Northern Ireland, 2018; HEE, 2017a; NHS Education Scotland, 2021).

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

- harmonise titles – by referring to levels of practice a practitioner may be working at instead of role or job title
- distinguish levels of practice
- inform academic preparation
- identify the cancer-specific nursing outcomes for the different levels of practice.

Differentiating specialist and advanced level practice

This framework differentiates specialist practice and advanced level practice.

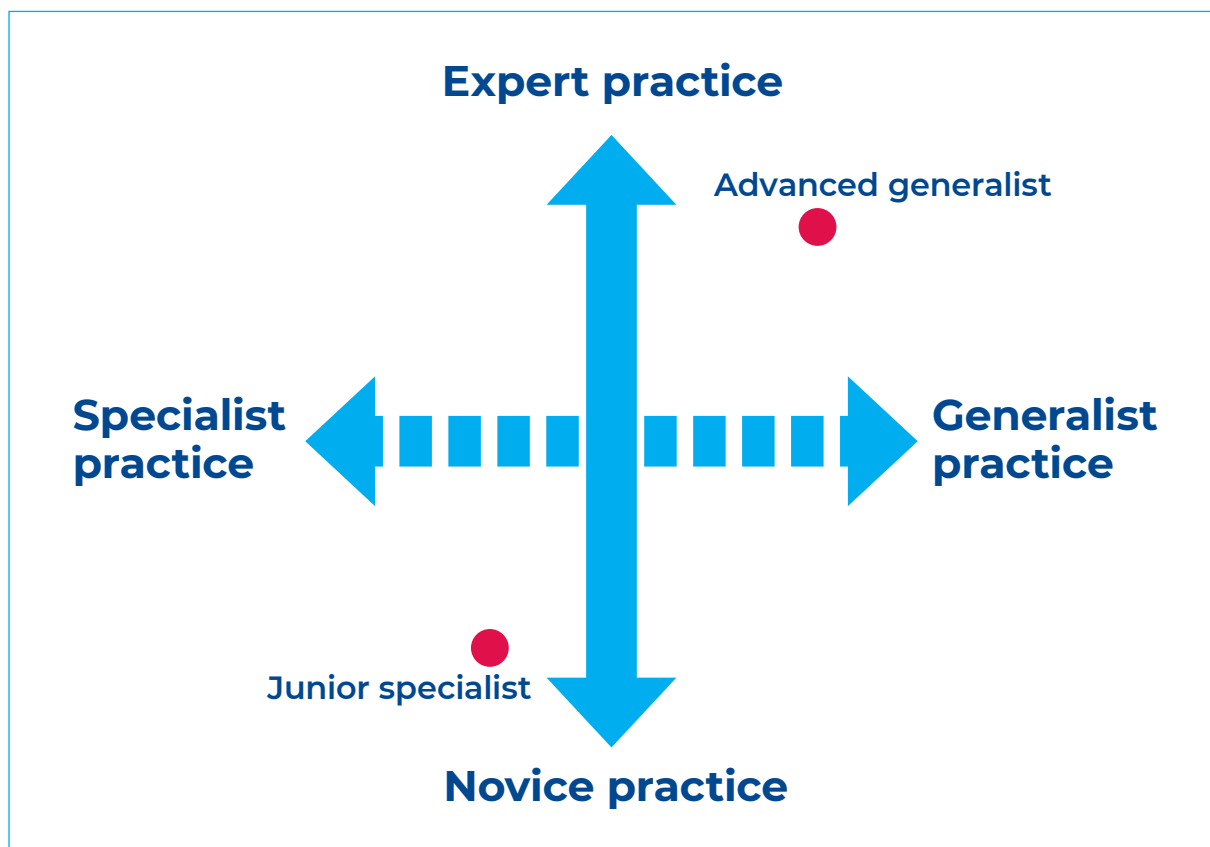
Specialist practice is defined as being particular to a specific client group, a skill set or an organisational context and the specialist should be considered as one pole of the specialist–generalist continuum, rather than on the developmental continuum from novice to expert (see Figure 1) (NES, 2007). By contrast, position statements from the UK Departments of Health (Health Education and Improvement Wales, 2021; Department of Health Northern Ireland, 2018; HEE, 2017; NHS Education Scotland, 2021) describe advanced practice as a level of practice. Practitioners practising at an advanced level are at 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 across four pillars of professional practice. Advanced practice is, therefore, not constrained to a specific organisational context or client group.

Similarly, the RCN (2021) defines advanced practice as a level of practice with advanced nurse practitioners recognised by the following criteria:

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

For those registered nurses providing care to adults in specialist cancer services, this Framework focuses on a practitioner’s level of practice, using advanced level practice to reflect a particular benchmark on a career development ladder which includes registration, enhanced, advanced and consultant levels (HEE, 2021; Skills for Health, 2010).

Figure 1: Differentiating between specialist practice and advanced level practice (NES, 2007)



The Career Framework for Health (Skills for Health, 2010)

The Skills for Health Career Framework for Health also 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.

At the time of writing, the term ‘enhanced’ is emerging and currently being defined as a level of practice, and ‘advanced’ and ‘consultant’ level practice are used for describing benchmarked developmental levels. The term ‘specialist’ is used to define specific contextually-focused role types (Example- Advanced Clinical Practitioner – Cancer Care or Palliative and End of Life Care). It should also 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 2022 Framework has adapted the Career Framework for Health (Skills for Health, 2010) with these developments in enhanced, advanced and consultant levels 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 outcomes expected of pre-registration students at the point of registration, nursing support workers/support workers, registered nursing associates, registered nurse providing general cancer care and those practising in specialist cancer care at registration, enhanced, advanced and consultant practitioner levels.

Pillars of practice

The UK Departments of Health (Health Education and Improvement Wales 2021; Department of Health Northern Ireland 2018; HEE 2017; NHS Education Scotland 2021) identify four pillars for advanced level practice, albeit with slight variations in terms, as focused on:

1. clinical
2. leadership and collaborative practice
3. improving quality and developing evidence-based practice
4. educating and developing self and others.

These four pillars reinforce the continuing development of role aspects achieved by pre-registration students to meet the education standards for registration (NMC, 2018a,b).

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 nursing support workers/support workers, registered nursing associates 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-based opportunities appropriate to their level of practice and role requirements.

For those practising at enhanced, advanced and consultant levels, the standards and generic capabilities across four pillars of practice for practitioners working at an advanced level are being developed (Health Education and Improvement Wales, 2021; Department of Health Northern Ireland, 2018; HEE, 2021; 2017b; NHS Education Scotland, 2021). In England, area-specific/specialist credentials are also being developed for advanced clinical practitioners, including for cancer and palliative and end of life care.

There is the expectation that practitioners working at this advanced level of practice will have achieved this through ‘extensive clinical and practice experience’ and following ‘completion of a master’s level education/ learning or its equivalent.’ (HEE, 2017b).

This Framework has adopted the four pillars of professional practice to differentiate the cancer-specific outcomes for the different levels of cancer practice undertaken. This approach should enable practitioners, from pre-registration students to consultant level registered 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-based 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 registration level to enhanced 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 previously been recommended for consultant practitioner roles (DH, 1999) and work is currently being undertaken to define consultant level practice in England.

Cancer-specific outcomes

To develop cancer-specific outcomes, this Framework has adapted the European Oncology Nursing Society (EONS) Cancer Nursing Education Framework (2018).

The EONS Cancer Nursing Education Framework (2018) provides an educational framework, including eight modules which identify the fundamental knowledge and skills for post-registration nurses working in the field of oncology. 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 pillars of professional practice. In addition, drawing on the research and mapping work undertaken by the North-west Cancer Alliances and Skills for Health, two additional outcomes are included in the Framework focused on ‘Investigation and diagnosis skills’ and ‘Independent prescribing’ (in italics).

Table 1: Mapping of themes of practice to the EONS 2018 Education Framework and, in italics, North-west Cancer Alliances/Skills for Health

Themes of practice	EONS 2018 Cancer Nursing Education Framework
Clinical	Risk reduction, early detection and health promotion in cancer care
Clinical	Cancer pathophysiology and the principles of treatment decision making
Clinical	Investigation and diagnosis
Clinical	Cancer treatment and safety
Clinical	Supporting people living with and beyond cancer
Clinical	Supporting people during advanced disease and at the end of life
Clinical	Independent prescribing
Clinical	Communication in cancer care
Leadership Education	Leadership and management in cancer nursing
Research	Research utilisation in cancer care

This Framework uses the adapted EONS Cancer Nursing Education Framework (2018) for support workers, nursing associates and nurses providing care to PABC across all ages in general settings and to adults in specialist cancer services to distinguish the outcomes for the different practitioners and levels of practice.

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

- defining the context of cancer care delivery as general and specialist cancer care
- utilising the modified Career Framework for Health (HEE, 2021; Skills for Health, 2010) to propose a consistent approach to defining level of practice
- identifying the four key pillars 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 career pathway 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	Level of Practice (Skills for Health 2010; Health Education and Improvement Wales 2021; Department of Health Northern Ireland 2018; HEE 2021; 2017b; NHS Education Scotland 2021. NMC, 2018a,b)	Themes of Practice (Health Education and Improvement Wales 2021; Department of Health Northern Ireland, 2018; HEE, 2021; 2017b; NHS Education Scotland, 2021; NMC, 2018a,b)				Academic level and workplace preparation (EONS, 2018; Health Education and Improvement Wales, 2021; Department of Health Northern Ireland, 2018; HEE, 2021; 2017b; NHS Education Scotland, 2021; NMC, 2018a,b)
		Clinical	Leadership/ Collaborative Practice	Improving quality and developing practice	Developing self and others	
General Cancer Care OR Specialist Cancer Care	Level 8: Consultant	Consolidation and continuing development focused on clinical 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	Masters/Doctoral level Workplace learning/experience
	Level 7: Advanced					Postgraduate level (Masters, Postgraduate Diploma, Postgraduate Certificate, Modules) Continuing professional development Workplace learning/experience
	Level 6: Enhanced					Undergraduate level (minimum) Continuing professional development Workplace learning/experience
	Level 5: Registration					Foundation level degree Workplace-based learning
	Level 4: Registered NA					Workplace-based learning/ experience NVQ
	Levels 2,3: Nursing Support Worker/ Support Worker Assistant Practitioner					
General Cancer Care	New Registrant	Achievement of Professional Education Standards for Registration				Pre-registration Undergraduate level (minimum) Workplace learning/experience

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

Whilst this 2022 Framework is intended to stand alone, it may be used alongside other competency documents including:

- Advanced Clinical Practice Frameworks in the 4 UK nations (Health Education and Improvement Wales, 2021; Department of Health Northern Ireland, 2018; HEE, 2021; 2017b; NHS Education Scotland, 2021)
- HEE *Advanced Clinical Practice credential for Cancer Care* (forthcoming)
- HEE *Advanced Clinical Practice credential for Palliative and End of Life Care* (forthcoming)
- *RCN Competencies: An integrated career and competence framework for nurses working in the field of children and young people's cancer care* (Royal College of Nursing, 2010). This document is currently under review and will be relaunched in 2022. Its new title will be *Career and Education Framework for Children and Young People's Cancer Nursing: Guidance for pre-registration nursing students, registered nurses in general settings, support workers, nursing associates and registered nurses in specialist CYP cancer care.*
- *Advanced clinical practitioner paediatric oncology and haematology capability document* (CCLG Advanced Clinical Practitioners Forum, 2021)
- *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* (Cancer After Cure Nurses United Kingdom (CANUK), 2011) This document is due to relaunch in 2022
- *Caring for teenagers and young adults (TYA) with cancer: A competence and career framework for nursing* (Teenage Cancer Trust, 2014)
- *Macmillan Competency Framework for Nurses* (Macmillan Cancer Support, 2020)
- *Working with Individuals with Cancer, their Families and Carers. Professional Development Framework for Nurses – Specialist and Advanced Levels* (NES and Macmillan Cancer Support, 2010).

6. Contribution to personal, professional development and career enhancement

It is recommended that registered nursing associates and registered nurses develop evidence to demonstrate their level of knowledge, skills 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 for 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. Nursing support workers/support workers, registered nursing associates and registered nurses can interpret and address the cancer outcomes in line with their organisational policies and protocols.

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 practice or discrete levels of practice. One group of unregistered nursing support workers/support workers, one group of registered nursing associates and two broad groups of registered 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 levels of practice and identify the associated cancer-specific outcomes required for working in different contexts, at different levels, 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 deliver care to PABC across all ages in general settings and to adults in specialist cancer services. For example, some of the key cancer care concepts identified as relevant for nurses entering practice include fundamental-level skills in communication, psychological, social and emotional support, conceptualisation of the meaning of cancer, and an understanding of carcinogenesis and cancer treatment.
- **Nursing support workers/support workers** who contribute to caring for PABC in general/non-specialist and to adults in specialist cancer services.
- **Registered nursing associates and registered nurses** at all levels who provide care to PABC in general/non-specialist settings. Registered nursing associates and registered 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 registered nurses in general 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 caring for PABC of all ages, registered nursing associates and registered nurses need to have a level of knowledge, skill and competence capable of meeting the health needs of these individuals.
- **Registered nurses at registration, enhanced, advanced and consultant levels who provide care to adults in specialist cancer services/roles.** Within this group, cancer-

specific outcomes relating to each level of practice are identified. These registered nurses may participate more frequently, or for short intensive periods in the care of adults affected by cancer 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 registration and enhanced levels. They may be primarily responsible for care of adults at a specific phase of their journey (for example, radiotherapy or chemotherapy treatment), or across all phases of the cancer journey. Some registered nurses, at registration or enhanced level practice, will be delivering care in specialist cancer services in areas such as head and neck or breast surgery, infection control, stoma therapy, or palliative care. These registered nurses may demonstrate the application of cancer-specific outcomes at registration and enhanced levels in the particular contexts in which they practice. They may require access to workplace learning opportunities, further development, or accredited education in areas of cancer care with a direct application to their role. Some registered nurses may develop their practice to advanced or consultant levels. These registered 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 to the four pillars of professional practice. It is anticipated that, as their practice advances, registered nurses will demonstrate more effective integration of theory, practice and experience in the four pillars of practice (DH, 2010; NMC, 2018a,b) along with increasing degrees of autonomy in judgements and interventions for PABC.

Table 2 identifies the suggested level of academic award and/or workplace/clinical learning and development opportunities to meet the cancer-specific outcomes and progress through the career pathway. Nursing support/support workers, registered nursing associates and registered nurses providing care to PABC in general/non-specialist settings/roles may 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 outcomes, with the goal of improving care to PABC in the organisation.

For registered nurses working towards, or at, an advanced level of practice, the four nation advanced practice frameworks 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 outcomes for registered nurses providing care to adults in specialist cancer services/roles have been designed to enable registration (RP), enhanced (EP), advanced (AP) and consultant (CP) level practitioners to consolidate and acquire skills, competence and knowledge to support professional requirements for career progression.

The cancer-specific nursing outcomes are identified in [Section 9](#).

An Assessment and Workplace Development tool is provided in [Section 10](#) to assist practitioners to use the cancer-specific outcomes in their practice and record their evidence of achievement.

A mapping tool is provided in [Appendix 1](#) to assist HEIs and clinically based educators to map their pre-registration and CPD programmes against the cancer-specific nursing outcomes.

7. Pre-requisite education/skills/knowledge

An individual's progression through the cancer-specific outcomes and levels of practice will depend on their access to, and engagement with, learning and development opportunities, service needs, individual preferences and role requirements. The Framework does not require achievement of certain outcomes or academic attainment prior to engagement.

One of the first steps in the development process is to review and reflect on current practice against the cancer-specific outcomes for a practitioner at a particular level of practice. This may be undertaken by the individual practitioner, service lead/manager, educator and/or commissioner. This will provide insight to benchmark practice, interpret findings and create a development plan for the individual or service.

To facilitate this, this framework provides a toolkit consisting of:

- cancer-specific outcomes for different levels of practice – these detail the outcomes for each practitioner providing general or specialist cancer care at the different levels across the four pillars of practice
- an assessment and workplace development plan – this tool supports practitioners, service leads/managers and commissioners to:
 - reflect on their current practice and level of performance, service delivery, career aspirations and development opportunities
 - review and evaluate evidence against the cancer-specific outcomes recording existing knowledge, skills and strengths alongside gaps and areas for development
 - develop an action plan to meet learning and development needs and opportunities for individuals, teams and services
 - evidence and review progress aligned to the cancer-specific outcomes to meet role and service needs and career aspirations.
- a mapping tool for educators – this tool supports educators in clinical services and higher education institutions to:
 - reflect on their current education provision, curriculum and development opportunities
 - review and evaluate evidence against the cancer-specific outcomes recording existing knowledge, skills and strengths alongside gaps and areas for development
 - develop an action plan to meet learning and development needs and opportunities for individuals, teams and services
 - evidence and review progress aligned to the cancer-specific outcomes to meet role and service needs and career aspirations of the workforce.

8. Guide for evidence of achievement

How to use the Framework toolkit

The Framework and outcomes are intended to have a stand-alone function. As identified in [Section 5](#), they may also be used in conjunction with other frameworks and with local, national or international guidelines.

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

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

Practitioners may find it helpful to use the Assessment and Workplace Development Tool template ([Section 10](#)) to:

- identify current level of practice and role expectations/requirements within own care context (general or specialist cancer care)
- identify and develop knowledge and skills in aspects of cancer care to realise the potential of own role
- plan a personal career pathway by identifying learning and development needs
- identify opportunities to influence the development of cancer nursing practice
- discuss the Framework and cancer-specific outcomes at performance review/appraisal meetings to identify learning, development and support needs, and to review progress to demonstrate achievement of the cancer-specific learning outcomes
- develop an action plan and summarise the evidence which demonstrates personal achievement of the cancer-specific outcomes relevant to own role or career aspirations.

Evidence may include examples of:

- care plans developed
- short reflective accounts of specific cases incorporating reference to relevant theory and research
- copies of care/clinical pathways contributed to the development of
- analysis of key local, national and international policy documents
- service improvement projects led or contributed to
- mentor/peer observation
- higher education accredited modules and programmes.

For Registered Nursing Associates and Registered Nurses 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>

9. Cancer-specific outcomes

The Framework aims to identify the preparation, academic and career development pathway for support workers, registered nursing associates, registered nurses – at registration through to consultant levels, who are providing care to PABC of all ages in general settings or to adults in specialist cancer services. The framework will also help practitioners to apply cancer-specific knowledge and skills to 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 nursing students.
2. Nursing support workers/support workers providing care to PABC in general/non-specialist settings and to adults in specialist cancer services.
3. Registered nursing associates providing care to PABC in general/non-specialist settings and to adults in specialist cancer services.
4. Registered nurses at all levels providing care to PABC in general/non-specialist settings.
5. Registered nurses at registration and beyond providing care to adults in specialist cancer services/roles.
6. Registered nurses at enhanced level providing care to adults in specialist cancer services/roles.
7. Registered nurses at advanced level providing care to adults in specialist cancer services/roles.
8. Registered nurses at consultant level providing care to adults in specialist cancer services/roles.

Table 3: Colour coding**Practitioner level key:**

	Pre-registration nursing student (working under supervision)
	Nursing support worker/support workers providing care to PABC across all ages in general/non-specialist settings and to adults in specialist cancer services
	Registered nursing associates providing care to PABC across all ages in general/non-specialist settings and to adults in specialist cancer services
	Registered nurses at all levels providing care to PABC across all ages in general/non-specialist settings
	Registered nurses at registration providing care to adults in specialist cancer services/roles
	Registered nurses at enhanced level providing care to adults in specialist cancer services/roles
	Registered nurses at advanced level providing care to adults in specialist cancer services/roles
	Registered nurses at consultant level providing care to adults in specialist cancer services/roles

Table 4: Cancer-specific outcomes

1.0 Risk reduction, early detection and health promotion in cancer care Epidemiology plays a pivotal role in cancer risk reduction and control by describing the distribution of cancer and discovering risk factors, shaping the development of cancer services nationally and internationally	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
1.1 Describe the epidemiology of cancer								
1.2 Examine the modifiable and non-modifiable determinants of cancer								
1.3 Describe risk reduction strategies, genetic screening for cancer and appropriate health promotion strategies								
1.4 Examine current cancer screening strategies								
1.5 Identify the signs and symptoms of the most common cancers and explain the concept of early detection								
1.6 Evaluate the nurse's role with reference to risk reduction and early detection in the context of cancer								
Practice competencies: practitioners will be able to:								
1.7 Describe the occurrence and distribution of the most common cancers with a focus on Europe and nurses' own country								
1.8 Undertake a comprehensive history to identify the individual, familial, genetic, sociocultural, economic and environmental factors which may increase the risk for developing cancer								
1.9 Identify and explain the multifactorial causes of cancer to PABC								
1.10 Provide evidence-based verbal and written information regarding lifestyle related, surgical and chemoprevention risk-reducing strategies for cancer which is appropriate and individualised to PABC								
1.11 Provide evidence-based verbal and written information regarding genetic screening for cancer which is appropriate and individualised to PABC								
1.12 Provide appropriate and individualised evidence based verbal and written information regarding the benefits and risks of screening for cancer to PABC								
1.13 Guided by appropriate health promotion theories/health belief models, provide evidence based verbal and written information regarding early signs and symptoms of common cancers and when and who to contact at the onset of symptoms								
1.14 Demonstrate use of a range of effective communication skills/strategies to provide information, psychological and emotional support to individuals and communities about cancer, the risk of developing cancer and strategies to reduce risk, including the value of engagement in screening programmes for early detection.								
1.15 Encourage individuals and family members to utilise appropriate local, national and/or international cancer organisations for further information, psychosocial support and/or financial support								

2.0 Cancer pathophysiology and the principles of treatment decision making Understanding the biological processes that contribute to the development of cancer and the rationale for diagnostic and staging process, and local and systemic treatments for PABC.	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
2.1 Describe the biological processes which lead to the development of cancer								
2.2 Describe the range of diagnostic and staging approaches used to establish a cancer diagnosis, the extent of the disease and prognosis								
2.3 Analyse the nursing role in supporting PABC during the diagnostic and staging process for cancer particularly in the context of their age-appropriate informational, physical, emotional and social care needs, where relevant								
2.4 Discuss the different issues which need to be considered in order to support and facilitate patients' decision-making in the context of localised, locally advanced or metastatic disease								
Practice competencies: practitioners will be able to:								
2.5 Provide PABC with evidence-based verbal and written information about the development of cancer with a view to addressing their informational and supportive care needs								
2.6 Support PABC through the diagnosis and staging process. Undertake initial and ongoing comprehensive assessments (using validated tools where appropriate) to identify PABC's informational, physical, emotional and social care needs (where relevant) during the diagnostic and staging process								
2.7 Undertake a comprehensive history to identify factors in addition to the cancer stage and grade which are important for optimal outcomes related to treatment decision making (eg performance status, comorbidities, medications, psychological and social factors, patient's care and treatment preferences)								
2.8 Provide a supportive environment where PABC are encouraged to share their concerns and to express their preferences regarding the decisions made about their treatment								
2.9 Encourage PABC to utilise appropriate local, national and/or international cancer organisations for further information, psychosocial, spiritual and/or financial support								

3.0 Investigation and diagnosis Using evidence-based thinking and decision-making processes, use and interpretation of diagnostic skills, understanding of cognitive biases, human factors, patient-centred evidence-based care/practice, diagnostic error, sound clinical reasoning, patient safety and quality of care.	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
3.1 Demonstrate knowledge of range of clinical decision making and consultation models								
3.2 Analyse the key sources of information required to undertake a general and focused history to elicit and assess an individual's needs								
3.3 Explain the use and interpretation of diagnostic tests and investigations								
3.4 Analyse clinical reasoning processes demonstrating understanding of cognitive bias, human factors, and diagnostic error								
3.5 Use relevant evidence to inform clinical decision-making promoting patient safety and quality of care								
Practice competencies: practitioners will be able to:								
3.6 Apply a range of consultation models appropriate to the clinical situation and across a range of physical, psychological and social presentations								
3.7 Undertake general history taking and focused history taking to elicit and assess an individual's needs								
3.8 Synthesise information, taking account of factors which may include the presenting complaint, existing complaints, past medical history, genetic predisposition, medication, allergies, risk factors and other determinants of health to establish differential diagnosis								
3.9 Incorporate information on the nature of the person's needs, preferences and priorities from various other appropriate sources e.g. third parties, previous histories and investigations								
3.10 Critically appraise complex, incomplete, ambiguous and conflicting information gathered from history taking and/or examination, distilling and synthesising key factors from the appraisal, and identifying those elements that may need to be pursued further								
3.11 Target a range of investigations appropriately and efficiently following due process with an understanding of respective validity, reliability, specificity and sensitivity and the implications of these limitations								
3.12 Understand the importance of, and implications of findings and results and take appropriate action. This may be urgent referral/escalation as in life threatening situations, or further investigation, treatment or referral								
3.13 Be confident in, and take responsibility for, own decisions whilst being able to recognise when a clinical situation is beyond own capability or competence and escalate appropriately								

3.14 Formulate a differential diagnosis based on subjective and, where available, objective data								
3.15 Exercise clinical judgement and select the most likely diagnosis in relation to all information obtained. These may include the use of time as a diagnostic tool where appropriate								
3.16 Make a diagnosis in a structured way using a problem-solving method informed by an understanding of probability based on prevalence, incidence and natural history of illness to aid decision making								
3.17 Synthesise the expertise of multi-professional teams to aid in diagnosis where needed								
3.18 Deliver diagnosis and test/investigation results (including difficult news sensitively and appropriately in line with local and/or national guidance, using different medium and formats including spoken word, diagrams, technology to ensure that the person has understanding about what has been communicated and can contribute to decision-making about their care								
3.19 Revise hypotheses in the light of additional information and think flexibly around problems, developing appropriate, individualised, person-centred and safe solutions								
3.20 Recognise when information/data may be incomplete and take mitigating actions to manage risk appropriately								

4.0 Cancer treatment, patient and occupational safety Understanding the safe delivery and management of therapies used to treat cancer and the appropriate assessment and management of treatment-related adverse effects. Providing relevant and timely information to enable PABC to engage in clinical decision-making about their treatment and care.	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
4.1 Describe the principles of local and systemic cancer treatments and demonstrate understanding of the different treatment modalities								
4.2 Identify acute, chronic and late toxicities of cancer treatments								
4.3 Identify the evidence to reduce the risk of and/or manage the acute, chronic and late toxicities of cancer treatments								
4.4 Describe and demonstrate how cancer treatments are delivered safely and effectively								
4.5 Explain the range of support required and available to PABC throughout treatment								
4.6 Explain treatment-related emergencies and the signs/symptoms experienced by PABC								
Practice competencies: practitioners will be able to:								
4.7 Provide information in a range of formats and explain to PABC at an appropriate level and pace, the range of cancer treatments available to facilitate patient's involvement in clinical decision-making about their treatment, care and management								
4.8 Provide a supportive environment in which PABC are encouraged to ask questions and share their concerns about their disease and treatment								
4.9 Advocate for and promote PABC involvement in decision-making about treatment, care and management								
4.10 Educate PABC to monitor for and report signs of acute, chronic and late toxicities of cancer treatments								
4.11 Use evidence-based interventions to assess, prevent and manage treatment toxicities								
4.12 Know when to refer to and involve other health care providers								
4.13 Be involved in the delivery of treatment within their scope of practice and requirements of the health care setting								
4.14 Provide continuity and help co-ordinate PABC's care during treatment and document this								
4.15 Educate PABC regarding the practical skills required for effective treatment and self-care interventions where relevant								
4.16 Recognise the hazards associated with cancer treatments and take preventative actions to minimise these and comply with local and national safety regulations, legislations and guidelines								

4.17 Provide information and support to, and act as a role model for colleagues to ensure safe practice in the treatment settings								
4.18 Use evidence-based interventions to assess, prevent and assist in the management of emergencies caused by cancer therapies knowing when to refer to, and involve, other health care providers								

5.0 Supporting people living with, through and beyond cancer Providing care and support to PABC throughout the cancer trajectory.	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
5.1 Identify the impact of cancer on the physical, psychological, emotional, social and spiritual wellbeing of people affected by cancer (PABC)								
5.2 Describe the complex and changing informational, educational and supportive care needs of PABC								
5.3 Describe theories of self-management and self-empowerment as well as lifestyle interventions for improving quality of life								
5.4 Examine the potential impact of co-morbidities and the consequences of long-term and late effects of cancer treatment								
5.5 Recognise the importance of smooth transitions such as between acute health care settings and home care, from active treatment to survival programmes, or from paediatric to adult cancer services								
5.6 Demonstrate insight into the emotional labour involved when caring for PABC throughout the spectrum of cancer care and evaluate reasons why care of the self and colleagues is important								
Practice competencies: practitioners will be able to:								
5.7 Use evidence-based interventions to assess, prevent and manage the physical, psychological, social and existential consequences of cancer								
5.8 Develop an individualised care plan in collaboration with PABC tailored to the phase of disease (eg diagnosis, during treatment, post-treatment, ie survivorship and rehabilitation)								
5.9 Involve specialist palliative support care services where appropriate								
5.10 know when to refer to, and involve members of the multi-professional team to deliver holistic patient centred care								
5.11 identify and utilise appropriate informational, educational and supportive care interventions aligned to PABC's needs and life stage at different phases of the disease								
5.12 Demonstrate awareness of the range of services and professionals, including statutory, voluntary and charitable organisations, available to support PABC and refer appropriately to meet the individual needs of PABC								
5.13 Provide information to PABC to promote and support self-care and self-management and enable independence								
5.14 Consider the needs of younger and older patients who may not have independence to make decisions for themselves								
5.15 Signpost PABC to other sources of support								

5.16 Identify individuals who are at high risk of long-term and late effects, including risk of secondary cancer									
5.17 Appropriately consider co-morbidity, the impact of long-term illness and survivorship on the health status and well-being of PABC and implement appropriate referrals to other professionals and agencies in respect of these									
5.18 Deliver supportive care to manage cancer co-morbidities and other diseases (eg COPD and diabetes)									
5.19 Act to support effective continuity of care and seamless transitions between different health care services, from active treatment through to survivorship (long term follow-up) and/or palliative and end of life care									
5.20 Seek emotional and developmental support when required									
5.21 Actively support colleagues									
5.22 Act as a role model									

6.0 Caring for people with advanced disease and at end of life Providing a high standard of palliative and supportive care to those living with advanced cancer to meet multiple and complex physical, practical, psychosocial, emotional and spiritual needs at end of life.	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
6.1 Explain how the philosophy and principles of palliative care and end of life care are implemented in own care setting eg supportive care, palliative care and end of life care								
6.2 Describe the important role of palliative care throughout the disease trajectory								
6.3 Identify the physical, psychological, social, emotional and existential impact of advanced cancer								
6.4 Describe the signs of dying and distinguish between reversible treatable symptoms and those which indicate the final phase of life								
6.5 Define the goals of care when a person is dying eg patient comfort and dignity, symptom management, family and caregiver support								
6.6 Explore theories of loss, grief and bereavement and how these are applied in clinical practice								
Practice competencies: practitioners will be able to:								
6.7 Recognise that palliative care is the responsibility of all cancer care professionals regardless of health care setting								
6.8 Identify the barriers to integrating palliative care and act to address them								
6.9 Inform, support and educate PABC about palliative and end of life care where appropriate								
6.10 Demonstrate an open attitude towards and act as an advocate for palliative care								
6.11 Raise awareness and educate colleagues about palliative care								
6.12 Recognise the importance of effective continuity of care and seamless transitions between different health care services, from active treatment through to end of life								
6.13 Facilitate appropriate discussions between health and social care professionals, patients and their family members to elicit their preferences with respect to goals of care and the transition between care aimed at cure and end of life care								
6.14 Undertake a holistic assessment of the needs, concerns and symptoms commonly experienced by PABC receiving palliative and/or end of life care								
6.15 Identify and deliver evidence-informed nursing interventions to support patients and carers								

6.16 Demonstrate ability to advocate for vulnerable people with advanced disease and those close to them, representing and advocating for wishes on behalf of person or their family, navigating ethical and legally challenging situations								
6.17 Recognise the final phase of life								
6.18 Communicate sensitively, truthfully and without ambiguity about the dying process with PABC								
6.19 Deliver appropriate interventions to guide and support PABC and their carers through the dying process involving and knowing when to refer onto other health care providers								
6.20 Provide appropriate nursing interventions to promote patient comfort and dignity								
6.21 Respect and respond to different cultural and religious perspectives/ needs at EOL								
6.22 Identify the need and implement strategies for involving and supporting the family and carers								
6.23 Use active listening and observation skills to recognise, assess and appropriately support a person experiencing distress								
6.24 Support and give advice to families and carers following death knowing when to refer and involve other health care providers								

7.0 Independent and supplementary prescribing Apply knowledge of pharmacology, pharmacokinetics and pharmacodynamics to safely prescribe within own scope of practice demonstrating evidence-based thinking and decision-making processes and sound clinical reasoning within legal frameworks for prescribing for patient safety and quality of care.	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
7.1 Demonstrate knowledge of pharmacology, pharmacokinetics and pharmacodynamics related to medications relevant and appropriate to their scope of practice								
7.2 Demonstrate knowledge of legal frameworks and guidelines for prescribing including the Royal Pharmaceutical Framework								
7.3 Use relevant evidence to inform clinical decision-making and prescribing medications promoting patient safety and quality of care								
Practice competencies: practitioners will be able to:								
7.4 Safely prescribe therapeutic medications, relevant and appropriate to scope of practice applying an in-depth understanding of pharmacology which considers relevant physiological and/or pathophysiological changes and allergies								
7.5 Critically analyse polypharmacy, evaluating the pharmacological interactions and the impact upon physical and psychological well-being and health care provision								
7.6 Keep up to date and apply the principles of evidence-based practice, including clinical and cost-effectiveness and associated legal frameworks for prescribing								
7.7 Follow Royal Pharmaceutical Framework								
7.8 Appropriately review response to medication, recognising the balance of risks and benefits which may occur								
7.9 Take account of context including what matters to the person and their experience and impact for them, including preferences in the context of their life including polypharmacy, multimorbidity, frailty, existing medical issues (for example kidney or liver issues and cognitive impairment)								
7.10 Confidently explain and discuss risks and benefits of medication with people using appropriate language, education and tools to assist as needed								
7.11 Advise people on medicines management, including concordance and the expected benefits and limitation, informing them impartially in the advantages and disadvantages in the context of other management options								
7.12 Support people to take the medications they require and deprescribe where appropriate								

8.0 Communication in cancer care Providing effective person-centred communication to determine patients and carers needs, concerns and preferences, and patients' satisfaction, adherence to treatment, safety, improved outcomes and recovery.	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
8.1 Discuss the importance of effective person-centred care communication in the cancer setting in particular								
8.2 Demonstrate knowledge of communication theories and how they are applied in practice, including strategies for conducting assessments								
8.3 Describe the barriers to, and facilitators of effective communication when interacting with PABC								
8.4 Explore the importance of multi-professional communication in cancer care and how this can be enhanced								
8.5 Identify supportive strategies which will help cancer nurses to develop emotional resilience								
Practice competencies: practitioners will be able to:								
8.6 Effectively utilise verbal, written and digital modes of communication to provide information, education and support in an empathic, clear understandable and caring manner while maintaining confidentiality								
8.7 Select and adopt an appropriate communication approach, from a range of core communication and consultation skills, to effectively assess the informational, educational and supportive care needs of PABC throughout the cancer trajectory								
8.8 Assess for and address any patient-related, nurse-related or environmental barriers to effective communication								
8.9 Appropriately select from a range of communication skills and style available in order to promote clear and unambiguous information exchanges with other health professionals								
8.10 Demonstrate effective advanced communication and interpersonal skills with people affected by cancer, those close to them and colleagues across all care settings								
8.11 Demonstrate the ability to facilitate effective communication across teams (using a variety of formats), care settings and services to support the multi-professional, multi-agency team to provide holistic person-centred, co-ordinated care for people affected by cancer								
8.12 Demonstrate emotional literacy, reflective ability, appropriate empathy and social competences								
8.13 Act as a role model for others for communication in cancer care								
8.14 Recognise own emotional needs and act accordingly using help seeking behaviour to prevent burnout								

9.0 Leadership and management in cancer nursing Regardless of role or position, developing practitioners with leadership skills to facilitate team management and to organise work and practice development for PABC.	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
9.1 Differentiate between leadership and management and consider how different models of clinical leadership may impact on the care provided to PABC								
9.2 Describe the importance of the legal, ethical and professional issues in relation to the care of PABC								
9.3 Describe the principles of risk assessment and management in relation to the care of PABC								
9.4 Discuss the importance of self-development and emotional resilience for cancer nurses								
9.5 Discuss the importance of relevant resource management strategies in relation to cancer care								
Practice competencies: practitioners will be able to:								
9.6 Use appropriate leadership and management strategies to practice and evaluate the impact of these strategies upon PABC and on other health care professionals								
9.7 Practice in accordance with legal, ethical and professional principles in order to provide safe, effective, timely, cost-effective care to PABC								
9.8 Practice in accordance with national and local policies and standards in order to provide safe, effective, timely, cost-effective care to PABC								
9.9 Provide leadership in the contribution to and implementation and evaluation of policies and standards relevant to cancer care								
9.10 Assess risk and implement risk management strategies in order to promote patient well-being and safety in practice								
9.11 Demonstrate evidence of continuing professional development and actively promote the professional development of nurses working in other areas of the organisation								
9.12 Demonstrate the ability to plan, allocate, co-ordinate and evaluate the use of health care resources in an appropriate manner when providing care to PABC								
9.13 Inform the strategic direction and lead changes to cancer service delivery for a population/community								

10.0 Research utilisation and evidence in cancer care Developing literature searching, retrieval, and critical appraisal of research, alongside developing an understanding of the research process and different methodologies to facilitate research utilisation, initiate quality assurance/service improvement processes and implementation of evidence-based care.	Pre-registration nursing students (under supervision)	Unregistered nursing support workers/ support workers	Registered nursing associates	Registered nurses providing general cancer care	Registered nurses providing specialist cancer care			
					Registration	Enhanced	Advanced	Consultant
Learning outcomes: practitioners will be able to:								
10.1 Explain how knowledge and evidence are developed for clinical practice								
10.2 Identify the key sources of research and evidence-based clinical practice guidelines (CPGs) relevant to cancer care and cancer nursing								
10.3 Critically appraise peer-reviewed research articles and CPGs relevant to cancer care and cancer nursing								
10.4 Describe the principles of cancer clinical trials and discuss the role of the nurse in this context								
10.5 Describe the use of health services research in cancer service development and explore the role of clinical audit in practice development								
Practice competencies: practitioners will be able to:								
10.6 Demonstrate the ability to provide an evidence-based rationale for interventions in cancer care in general and in cancer nursing in particular								
10.7 Retrieve high quality research articles and evidence-based guidelines relevant to cancer care and cancer nursing by formulating effective research questions and utilising effective search strategies for sourcing relevant electronic and print material								
10.8 Appropriately apply evidence-based recommendations in the clinical area having considered the strengths and limitations of the research								
10.9 Provide safe and effective care to patients on clinical trials in accordance with study protocols with a view to ensuring optimal outcomes and experiences for patients								
10.10 Describe and contribute to health services research and clinical audit in their clinical area								
10.11 Use knowledge of research and audit process, and methods to develop and lead projects for practice and service development for cancer nursing								

10. Action plan to achieve required outcomes

To use the Assessment and workplace development plan, practitioners, be they individuals, service leads/managers or commissioners, are encouraged to:

- consider the purpose of their assessment: this may be for performance review and development, revalidation, for career planning, role design/development, service enhancement or redesign
- practitioner level: identify the level of practice (column 2) and review the aligned coloured cancer-specific outcomes – consider each outcome and its relevance to own practice. Tick if the outcome is relevant or cross if this is not relevant. Discuss these with team members, line manager, service leads to help prioritise any outcomes or development needs
- self-assessment (column 3): record if you are able to evidence achievement of the outcome. State ‘yes’ or ‘no’ in this column for each of the identified outcomes. If ‘yes’ – evidence can be collected in professional portfolio/document file. If no, identify in the ‘Action plan’ column 4 what knowledge and skills you need to develop and describe what actions you will undertake and the evidence you will provide to whom to demonstrate achievement of this outcome
- identify a ‘review date’ and confirm ‘yes’ when this has been achieved and agreed

Assessment and workplace development plan template (example in italics)

1.0 Risk reduction, early detection and health promotion in cancer care Epidemiology plays a pivotal role in cancer risk reduction and control by describing the distribution of cancer and discovering risk factors, shaping the development of cancer services nationally and internationally.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date	
Learning outcomes: practitioners will be able to:												
1.1 Describe the epidemiology of cancer					Y					<i>I am interested to improve my knowledge about what epidemiology of cancer is and relate this to my patient populations</i>	<i>I will look at CRUK website for UK wide data to understand what information is reported for cancer and where these data are gathered from and how they inform cancer services</i>	
1.2 Examine the modifiable and non-modifiable determinants of cancer												
1.3 Describe risk reduction strategies, genetic screening for cancer and appropriate health promotion strategies												
1.4 Examine current cancer screening strategies												
1.5 Identify the signs and symptoms of the most common cancers and explain the concept of early detection												
1.6 Evaluate the nurse's role with reference to risk reduction and early detection in the context of cancer												
Practice competencies: practitioners will be able to:												
1.7 Describe the occurrence and distribution of the most common cancers with a focus on Europe and nurses' own country					Y					<i>I will identify the three most common cancers for my service and identify the incidence and risk factors for the range of communities which my service serves</i>	<i>I will explore the risk factors for these cancers and how these relate to the patients I care for. I will summarise the strategies used for prevention, early detection, diagnosis, treatments to understand more about the patient's journey</i>	
1.8 Undertake a comprehensive history to identify the individual, familial, genetic, sociocultural, economic and environmental factors which may increase the risk for developing cancer												
1.9 Identify and explain the multifactorial causes of cancer to PABC												
1.10 Provide evidence-based verbal and written information regarding lifestyle related, surgical and chemoprevention risk-reducing strategies for cancer which is appropriate and individualised to PABC												

1.11 Provide evidence-based verbal and written information regarding genetic screening for cancer which is appropriate and individualised to PABC											
1.12 Provide appropriate and individualised evidence based verbal and written information regarding the benefits and risks of screening for cancer to PABC											
1.13 Guided by appropriate health promotion theories/ health belief models, provide evidence based verbal and written information regarding early signs and symptoms of common cancers and when and who to contact at the onset of symptoms											
1.14 Demonstrate use of a range of effective communication skills/strategies to provide information, psychological and emotional support to individuals and communities about cancer, the risk of developing cancer and strategies to reduce risk, including the value of engagement in screening programmes for early detection.											
1.15 Encourage individuals and family members to utilise appropriate local, national and/or international cancer organisations for further information, psychosocial support and/or financial support											

2.0 Cancer pathophysiology and the principles of treatment decision making Understanding the biological processes that contribute to the development of cancer and the rationale for diagnostic and staging process, and local and systemic treatments for PABC.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date
Learning outcomes: practitioners will be able to:											
2.1 Describe the biological processes which lead to the development of cancer											
2.2 Describe the range of diagnostic and staging approaches used to establish a cancer diagnosis, the extent of the disease and prognosis											
2.3 Analyse the nursing role in supporting PABC during the diagnostic and staging process for cancer particularly in the context of their age-appropriate informational, physical, emotional and social care needs, where relevant											
2.4 Discuss the different issues which need to be considered in order to support and facilitate patients' decision-making in the context of localised, locally advanced or metastatic disease											
Practice competencies: practitioners will be able to:											
2.5 Provide PABC with evidence-based verbal and written information about the development of cancer with a view to addressing their informational and supportive care needs											
2.6 Support PABC through the diagnosis and staging process. Undertake initial and ongoing comprehensive assessments (using validated tools where appropriate) to identify PABC's informational, physical, emotional and social care needs (where relevant) during the diagnostic and staging process											
2.7 Undertake a comprehensive history to identify factors in addition to the cancer stage and grade which are important for optimal outcomes related to treatment decision making (eg performance status, comorbidities, medications, psychological and social factors, patient's care and treatment preferences)											
2.8 Provide a supportive environment where PABC are encouraged to share their concerns and to express their preferences regarding the decisions made about their treatment											
2.9 Encourage PABC to utilise appropriate local, national and/or international cancer organisations for further information, psychosocial, spiritual and/or financial support											

3.0 Investigation and diagnosis Using evidence-based thinking and decision-making processes, use and interpretation of diagnostic skills, understanding of cognitive biases, human factors, patient-centred evidence-based care/practice, diagnostic error, sound clinical reasoning, patient safety and quality of care.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date	
Learning outcomes: practitioners will be able to:												
3.1 Demonstrate knowledge of range of clinical decision making and consultation models												
3.2 Analyse the key sources of information required to undertake a general and focused history to elicit and assess an individual's needs												
3.3 Explain the use and interpretation of diagnostic tests and investigations												
3.4 Analyse clinical reasoning processes demonstrating understanding of cognitive bias, human factors, and diagnostic error												
3.5 Use relevant evidence to inform clinical decision-making promoting patient safety and quality of care												
Practice competencies: practitioners will be able to:												
3.6 Apply a range of consultation models appropriate to the clinical situation and across a range of physical, psychological and social presentations												
3.7 Undertake general history taking and focused history taking to elicit and assess an individual's needs												
3.8 Synthesise information, taking account of factors which may include the presenting complaint, existing complaints, past medical history, genetic predisposition, medication, allergies, risk factors and other determinants of health to establish differential diagnosis												
3.9 Incorporate information on the nature of the person's needs, preferences and priorities from various other appropriate sources e.g. third parties, previous histories and investigations												
3.10 Critically appraise complex, incomplete, ambiguous and conflicting information gathered from history taking and/or examination, distilling and synthesising key factors from the appraisal, and identifying those elements that may need to be pursued further												
3.11 Target a range of investigations appropriately and efficiently following due process with an understanding of respective validity, reliability, specificity and sensitivity and the implications of these limitations												

3.12 Understand the importance of, and implications of findings and results and take appropriate action. This may be urgent referral/escalation as in life threatening situations, or further investigation, treatment or referral													
3.13 Be confident in, and take responsibility for, own decisions whilst being able to recognise when a clinical situation is beyond own capability or competence and escalate appropriately													
3.14 Formulate a differential diagnosis based on subjective and, where available, objective data													
3.15 Exercise clinical judgement and select the most likely diagnosis in relation to all information obtained. These may include the use of time as a diagnostic tool where appropriate													
3.16 Make a diagnosis in a structured way using a problem-solving method informed by an understanding of probability based on prevalence, incidence and natural history of illness to aid decision making													
3.17 Synthesise the expertise of multi-professional teams to aid in diagnosis where needed													
3.18 Deliver diagnosis and test/investigation results (including difficult news sensitively and appropriately in line with local and/or national guidance, using different medium and formats including spoken word, diagrams, technology to ensure that the person has understanding about what has been communicated and can contribute to decision-making about their care													
3.19 Revise hypotheses in the light of additional information and think flexibly around problems, developing appropriate, individualised, person-centred and safe solutions													
3.20 Recognise when information/data may be incomplete and take mitigating actions to manage risk appropriately													

4.0 Cancer treatment, patient and occupational safety Understanding the safe delivery and management of therapies used to treat cancer and the appropriate assessment and management of treatment-related adverse effects. Providing relevant and timely information to enable PABC to engage in clinical decision-making about their treatment and care.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date
Learning outcomes: practitioners will be able to:											
4.1 Describe the principles of local and systemic cancer treatments and demonstrate understanding of the different treatment modalities											
4.2 Identify acute, chronic and late toxicities of cancer treatments											
4.3 Identify the evidence to reduce the risk of and/or manage the acute, chronic and late toxicities of cancer treatments											
4.4 Describe and demonstrate how cancer treatments are delivered safely and effectively											
4.5 Explain the range of support required and available to PABC throughout treatment											
4.6 Explain treatment-related emergencies and the signs/symptoms experienced by PABC											
Practice competencies: practitioners will be able to:											
4.7 Provide information in a range of formats and explain to PABC at an appropriate level and pace, the range of cancer treatments available to facilitate patient's involvement in clinical decision-making about their treatment, care and management											
4.8 Provide a supportive environment in which PABC are encouraged to ask questions and share their concerns about their disease and treatment											
4.9 Advocate for and promote PABC involvement in decision-making about treatment, care and management											
4.10 Educate PABC to monitor for and report signs of acute, chronic and late toxicities of cancer treatments											
4.11 Use evidence-based interventions to assess, prevent and manage treatment toxicities											
4.12 Know when to refer to and involve other health care providers											
4.13 Be involved in the delivery of treatment within their scope of practice and requirements of the health care setting											
4.14 Provide continuity and help co-ordinate PABC's care during treatment and document this											

4.15 Educate PABC regarding the practical skills required for effective treatment and self-care interventions where relevant										
4.16 Recognise the hazards associated with cancer treatments and take preventative actions to minimise these and comply with local and national safety regulations, legislations and guidelines										
4.17 Provide information and support to, and act as a role model for colleagues to ensure safe practice in the treatment settings										
4.18 Use evidence-based interventions to assess, prevent and assist in the management of emergencies caused by cancer therapies knowing when to refer to, and involve, other health care providers										

5.0 Supporting people living with, through and beyond cancer Providing care and support to PABC throughout the cancer trajectory.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date
Learning outcomes: practitioners will be able to:											
5.1 Identify the impact of cancer on the physical, psychological, emotional, social and spiritual wellbeing of people affected by cancer (PABC)	■	■	■	■	■	■	■	■			
5.2 Describe the complex and changing informational, educational and supportive care needs of PABC					■	■	■	■			
5.3 Describe theories of self-management and self-empowerment as well as lifestyle interventions for improving quality of life	■		■	■	■	■	■	■			
5.4 Examine the potential impact of co-morbidities and the consequences of long-term and late effects of cancer treatment						■	■	■			
5.5 Recognise the importance of smooth transitions such as between acute health care settings and home care, from active treatment to survival programmes, or from paediatric to adult cancer services	■	■	■	■	■	■	■	■			
5.6 Demonstrate insight into the emotional labour involved when caring for PABC throughout the spectrum of cancer care and evaluate reasons why care of the self and colleagues is important	■	■	■	■	■	■	■	■			
Practice competencies: practitioners will be able to:											
5.7 Use evidence-based interventions to assess, prevent and manage the physical, psychological, social and existential consequences of cancer	■	■	■	■	■	■	■	■			
5.8 Develop an individualised care plan in collaboration with PABC tailored to the phase of disease (eg diagnosis, during treatment, post-treatment, ie survivorship and rehabilitation)						■	■	■			
5.9 Involve specialist palliative support care services where appropriate				■	■	■	■	■			
5.10 know when to refer to, and involve members of the multi-professional team to deliver holistic patient centred care	■	■	■	■	■	■	■	■			
5.11 identify and utilise appropriate informational, educational and supportive care interventions aligned to PABC's needs and life stage at different phases of the disease	■	■	■	■	■	■	■	■			
5.12 Demonstrate awareness of the range of services and professionals, including statutory, voluntary and charitable organisations, available to support PABC and refer appropriately to meet the individual needs of PABC		■	■	■	■	■	■	■			

5.13 Provide information to PABC to promote and support self-care and self-management and enable independence																			
5.14 Consider the needs of younger and older patients who may not have independence to make decisions for themselves																			
5.15 Signpost PABC to other sources of support																			
5.16 Identify individuals who are at high risk of long-term and late effects, including risk of secondary cancer																			
5.17 Appropriately consider co-morbidity, the impact of long-term illness and survivorship on the health status and well-being of PABC and implement appropriate referrals to other professionals and agencies in respect of these																			
5.18 Deliver supportive care to manage cancer co-morbidities and other diseases (eg COPD and diabetes)																			
5.19 Act to support effective continuity of care and seamless transitions between different health care services, from active treatment through to survivorship (long term follow-up) and/or palliative and end of life care																			
5.20 Seek emotional and developmental support when required																			
5.21 Actively support colleagues																			
5.22 Act as a role model																			

6.0 Caring for people with advanced disease and at end of life Providing a high standard of palliative and supportive care to those living with advanced cancer to meet multiple and complex physical, practical, psychosocial, emotional and spiritual needs at end of life.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date
Learning outcomes: practitioners will be able to:											
6.1 Explain how the philosophy and principles of palliative care and end of life care are implemented in own care setting eg supportive care, palliative care and end of life care											
6.2 Describe the important role of palliative care throughout the disease trajectory											
6.3 Identify the physical, psychological, social, emotional and existential impact of advanced cancer											
6.4 Describe the signs of dying and distinguish between reversible treatable symptoms and those which indicate the final phase of life											
6.5 Define the goals of care when a person is dying eg patient comfort and dignity, symptom management, family and caregiver support											
6.6 Explore theories of loss, grief and bereavement and how these are applied in clinical practice											
Practice competencies: practitioners will be able to:											
6.7 Recognise that palliative care is the responsibility of all cancer care professionals regardless of health care setting											
6.8 Identify the barriers to integrating palliative care and act to address them											
6.9 Inform, support and educate PABC about palliative and end of life care where appropriate											
6.10 Demonstrate an open attitude towards and act as an advocate for palliative care											
6.11 Raise awareness and educate colleagues about palliative care											
6.12 Recognise the importance of effective continuity of care and seamless transitions between different health care services, from active treatment through to end of life											
6.13 Facilitate appropriate discussions between health and social care professionals, patients and their family members to elicit their preferences with respect to goals of care and the transition between care aimed at cure and end of life care											
6.14 Undertake a holistic assessment of the needs, concerns and symptoms commonly experienced by PABC receiving palliative and/or end of life care											

6.15 Identify and deliver evidence-informed nursing interventions to support patients and carers											
6.16 Demonstrate ability to advocate for vulnerable people with advanced disease and those close to them, representing and advocating for wishes on behalf of person or their family, navigating ethical and legally challenging situations											
6.17 Recognise the final phase of life											
6.18 Communicate sensitively, truthfully and without ambiguity about the dying process with PABC											
6.19 Deliver appropriate interventions to guide and support PABC and their carers through the dying process involving and knowing when to refer onto other health care providers											
6.20 Provide appropriate nursing interventions to promote patient comfort and dignity											
6.21 Respect and respond to different cultural and religious perspectives/needs at EOL											
6.22 Identify the need and implement strategies for involving and supporting the family and carers											
6.23 Use active listening and observation skills to recognise, assess and appropriately support a person experiencing distress											
6.24 Support and give advice to families and carers following death knowing when to refer and involve other health care providers											

7.0 Independent and supplementary prescribing Apply knowledge of pharmacology, pharmacokinetics and pharmacodynamics to safely prescribe within own scope of practice demonstrating evidence-based thinking and decision-making processes and sound clinical reasoning within legal frameworks for prescribing for patient safety and quality of care.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date
Learning outcomes: practitioners will be able to:											
7.1 Demonstrate knowledge of pharmacology, pharmacokinetics and pharmacodynamics related to medications relevant and appropriate to their scope of practice											
7.2 Demonstrate knowledge of legal frameworks and guidelines for prescribing including the Royal Pharmaceutical Framework											
7.3 Use relevant evidence to inform clinical decision-making and prescribing medications promoting patient safety and quality of care											
Practice competencies: practitioners will be able to:											
7.4 Safely prescribe therapeutic medications, relevant and appropriate to scope of practice applying an in-depth understanding of pharmacology which considers relevant physiological and/or pathophysiological changes and allergies											
7.5 Critically analyse polypharmacy, evaluating the pharmacological interactions and the impact upon physical and psychological well-being and health care provision											
7.6 Keep up to date and apply the principles of evidence-based practice, including clinical and cost-effectiveness and associated legal frameworks for prescribing											
7.7 Follow Royal Pharmaceutical Framework											
7.8 Appropriately review response to medication, recognising the balance of risks and benefits which may occur											
7.9 Take account of context including what matters to the person and their experience and impact for them, including preferences in the context of their life including polypharmacy, multimorbidity, frailty, existing medical issues (for example kidney or liver issues and cognitive impairment)											
7.10 Confidently explain and discuss risks and benefits of medication with people using appropriate language, education and tools to assist as needed											
7.11 Advise people on medicines management, including concordance and the expected benefits and limitation, informing them impartially in the advantages and disadvantages in the context of other management options											
7.12 Support people to take the medications they require and deprescribe where appropriate											

8.0 Communication in cancer care Providing effective person-centred communication to determine patients and carers needs, concerns and preferences, and patients' satisfaction, adherence to treatment, safety, improved outcomes and recovery.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date
Learning outcomes: practitioners will be able to:											
8.1 Discuss the importance of effective person-centred care communication in the cancer setting in particular											
8.2 Demonstrate knowledge of communication theories and how they are applied in practice, including strategies for conducting assessments											
8.3 Describe the barriers to, and facilitators of effective communication when interacting with PABC											
8.4 Explore the importance of multi-professional communication in cancer care and how this can be enhanced											
8.5 Identify supportive strategies which will help cancer nurses to develop emotional resilience											
Practice competencies: practitioners will be able to:											
8.6 Effectively utilise verbal, written and digital modes of communication to provide information, education and support in an empathic, clear understandable and caring manner while maintaining confidentiality											
8.7 Select and adopt an appropriate communication approach, from a range of core communication and consultation skills, to effectively assess the informational, educational and supportive care needs of PABC throughout the cancer trajectory											
8.8 Assess for and address any patient-related, nurse-related or environmental barriers to effective communication											
8.9 Appropriately select from a range of communication skills and style available in order to promote clear and unambiguous information exchanges with other health professionals											
8.10 Demonstrate effective advanced communication and interpersonal skills with people affected by cancer, those close to them and colleagues across all care settings											
8.11 Demonstrate the ability to facilitate effective communication across teams (using a variety of formats), care settings and services to support the multi-professional, multi-agency team to provide holistic person-centred, co-ordinated care for people affected by cancer											
8.12 Demonstrate emotional literacy, reflective ability, appropriate empathy and social competences											
8.13 Act as a role model for others for communication in cancer care											
8.14 Recognise own emotional needs and act accordingly using help seeking behaviour to prevent burnout											

9.0 Leadership and management in cancer nursing Regardless of role or position, developing practitioners with leadership skills to facilitate team management and to organise work and practice development for PABC.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date	
Learning outcomes: practitioners will be able to:												
9.1 Differentiate between leadership and management and consider how different models of clinical leadership may impact on the care provided to PABC												
9.2 Describe the importance of the legal, ethical and professional issues in relation to the care of PABC												
9.3 Describe the principles of risk assessment and management in relation to the care of PABC												
9.4 Discuss the importance of self-development and emotional resilience for cancer nurses												
9.5 Discuss the importance of relevant resource management strategies in relation to cancer care												
Practice competencies: practitioners will be able to:												
9.6 Use appropriate leadership and management strategies to practice and evaluate the impact of these strategies upon PABC and on other health care professionals												
9.7 Practice in accordance with legal, ethical and professional principles in order to provide safe, effective, timely, cost-effective care to PABC												
9.8 Practice in accordance with national and local policies and standards in order to provide safe, effective, timely, cost-effective care to PABC												
9.9 Provide leadership in the contribution to and implementation and evaluation of policies and standards relevant to cancer care												
9.10 Assess risk and implement risk management strategies in order to promote patient well-being and safety in practice												
9.11 Demonstrate evidence of continuing professional development and actively promote the professional development of nurses working in other areas of the organisation												
9.12 Demonstrate the ability to plan, allocate, co-ordinate and evaluate the use of health care resources in an appropriate manner when providing care to PABC												
9.13 Inform the strategic direction and lead changes to cancer service delivery for a population/community												

10.0 Research utilisation and evidence in cancer care Developing literature searching, retrieval, and critical appraisal of research, alongside developing an understanding of the research process and different methodologies to facilitate research utilisation, initiate quality assurance/ service improvement processes and implementation of evidence-based care.	Practitioner level (see key) Tick level of achievement required								Self-assessment	Action plan and evidence of success	Review date
Learning outcomes: practitioners will be able to:											
10.1 Explain how knowledge and evidence are developed for clinical practice											
10.2 Identify the key sources of research and evidence-based clinical practice guidelines (CPGs) relevant to cancer care and cancer nursing											
10.3 Critically appraise peer-reviewed research articles and CPGs relevant to cancer care and cancer nursing											
10.4 Describe the principles of cancer clinical trials and discuss the role of the nurse in this context											
10.5 Describe the use of health services research in cancer service development and explore the role of clinical audit in practice development											
Practice competencies: practitioners will be able to:											
10.6 Demonstrate the ability to provide an evidence-based rationale for interventions in cancer care in general and in cancer nursing in particular											
10.7 Retrieve high quality research articles and evidence-based guidelines relevant to cancer care and cancer nursing by formulating effective research questions and utilising effective search strategies for sourcing relevant electronic and print material											
10.8 Appropriately apply evidence-based recommendations in the clinical area having considered the strengths and limitations of the research											
10.9 Provide safe and effective care to patients on clinical trials in accordance with study protocols with a view to ensuring optimal outcomes and experiences for patients											
10.10 Describe and contribute to health services research and clinical audit in their clinical area											
10.11 Use knowledge of research and audit process, and methods to develop and lead projects for practice and service development for cancer nursing											

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12. Evaluation: Impact on practice

Benefits of the Framework

The Career Pathway and Education Framework for Cancer Nursing offers the following benefits for nurses, employers, education providers, commissioners and policy makers:

- a UK-wide standard for cancer education in pre-registration nursing courses to prepare new nursing registrants with a minimum level of cancer-specific knowledge and skills to deliver care to PABC
- guidance to support workers, registered nursing associates, registered nurses at registration, enhanced, advanced and consultant levels, who provide care to PABC in general settings and to adults in specialist cancer settings and those who aspire to a particular career level in this specialist field. The Framework identifies 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 registration, enhanced, advanced and consultant practitioner levels. The Framework also helps 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 nursing students and registered nurses which meet the range of learning/education needs of practitioners providing care to PABC in general/non-specialist settings and to adults in 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
- assistance for commissioners and services to develop minimum standards and key performance indicators for cancer-specific knowledge and skills of the nursing workforce to support service redesign
- a career pathway and education framework for policy makers to develop the cancer workforce providing general and specialist cancer care.

The way forward

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

The individual registered nurse/registered nursing associate/nursing support worker/ support worker

As a tool for:

- determining individual 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
- developing a career pathway
- identifying a range of development opportunities to undertake self-directed learning
- producing evidence for NMC revalidation.

The clinical educator or service manager

- As part of professional development planning processes to establish and negotiate practice progression pathways.
- To review orientation and annual progress requirements.
- To review the organisation's in-service programmes to focus their content on guiding practitioners to meet the outcomes relevant to their scope and level of practice.
- To develop curricula and in-service programmes, plus identify learning experiences for general 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, registration, 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 pre-registration students to meet these outcomes.
- Use the outcomes for registered nurses practising at all levels to review postgraduate cancer modules and programmes, and integrate the outcomes to support practitioners to achieve these.
- Use the outcomes for registered nurses at all levels to assess and present their 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 levels of practice illustrated 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 redesign/expansion capabilities.
- To develop new and innovative service models that support the principles inherent in the Framework, including person-centred care, continuity of care, multi-professional 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, nursing associates and registered nurses in the delivery of cancer care.
- To enhance understanding of what PABC can expect from engaging with specialist cancer services and nurses practising at all levels in specialist cancer services/roles.
- 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 set standards for their service and 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 outcomes.
- The proportion of staff development activities that are clearly linked to the cancer-specific outcomes.
- In general settings, where PABC receive care, the proportion of nurses who have undertaken professional development programmes that support them to 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 theoretical and clinical practice assessments clearly supporting practitioners to meet the cancer-specific learning outcomes.
- The proportion of pre-registration students who have the opportunity to achieve the cancer-specific learning outcomes through classroom content or practice assessment.

Appendix 1: Mapping template for higher education institutions and clinical 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, registered nursing associates and registered nurses to meet the cancer-specific nursing outcomes.

Mapping template for higher education institutions and in-service education providers

1.0 Risk reduction, early detection and health promotion in cancer care Epidemiology plays a pivotal role in cancer risk reduction and control by describing the distribution of cancer and discovering risk factors, shaping the development of cancer services nationally and internationally.	Practitioner level (see key) Tick level of achievement required								Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course
Learning outcomes: practitioners will be able to:									
1.1 Describe the epidemiology of cancer									
1.2 Examine the modifiable and non-modifiable determinants of cancer									
1.3 Describe risk reduction strategies, genetic screening for cancer and appropriate health promotion strategies									
1.4 Examine current cancer screening strategies									
1.5 Identify the signs and symptoms of the most common cancers and explain the concept of early detection									
1.6 Evaluate the nurse's role with reference to risk reduction and early detection in the context of cancer									
Practice competencies: practitioners will be able to:									
1.7 Describe the occurrence and distribution of the most common cancers with a focus on Europe and nurses' own country									
1.8 Undertake a comprehensive history to identify the individual, familial, genetic, sociocultural, economic and environmental factors which may increase the risk for developing cancer									
1.9 Identify and explain the multifactorial causes of cancer to PABC									
1.10 Provide evidence-based verbal and written information regarding lifestyle related, surgical and chemoprevention risk-reducing strategies for cancer which is appropriate and individualised to PABC									
1.11 Provide evidence-based verbal and written information regarding genetic screening for cancer which is appropriate and individualised to PABC									
1.12 Provide appropriate and individualised evidence based verbal and written information regarding the benefits and risks of screening for cancer to PABC									
1.13 Guided by appropriate health promotion theories/health belief models, provide evidence based verbal and written information regarding early signs and symptoms of common cancers and when and who to contact at the onset of symptoms									
1.14 Demonstrate use of a range of effective communication skills/strategies to provide information, psychological and emotional support to individuals and communities about cancer, the risk of developing cancer and strategies to reduce risk, including the value of engagement in screening programmes for early detection.									
1.15 Encourage individuals and family members to utilise appropriate local, national and/or international cancer organisations for further information, psychosocial support and/or financial support									

2.0 Cancer pathophysiology and the principles of treatment decision-making Understanding the biological processes that contribute to the development of cancer and the rationale for diagnostic and staging process, and local and systemic treatments for PABC.	Practitioner level (see key) Tick level of achievement required								Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course
Learning outcomes: practitioners will be able to:									
2.1 Describe the biological processes which lead to the development of cancer									
2.2 Describe the range of diagnostic and staging approaches used to establish a cancer diagnosis, the extent of the disease and prognosis									
2.3 Analyse the nursing role in supporting PABC during the diagnostic and staging process for cancer particularly in the context of their age-appropriate informational, physical, emotional and social care needs, where relevant									
2.4 Discuss the different issues which need to be considered in order to support and facilitate patients' decision-making in the context of localised, locally advanced or metastatic disease									
Practice competencies: practitioners will be able to:									
2.5 Provide PABC with evidence-based verbal and written information about the development of cancer with a view to addressing their informational and supportive care needs									
2.6 Support PABC through the diagnosis and staging process. Undertake initial and ongoing comprehensive assessments (using validated tools where appropriate) to identify PABC's informational, physical, emotional and social care needs (where relevant) during the diagnostic and staging process									
2.7 Undertake a comprehensive history to identify factors in addition to the cancer stage and grade which are important for optimal outcomes related to treatment decision making (eg performance status, comorbidities, medications, psychological and social factors, patient's care and treatment preferences)									
2.8 Provide a supportive environment where PABC are encouraged to share their concerns and to express their preferences regarding the decisions made about their treatment									
2.9 Encourage PABC to utilise appropriate local, national and/or international cancer organisations for further information, psychosocial, spiritual and/or financial support									

3.0 Investigation and diagnosis Using evidence-based thinking and decision-making processes, use and interpretation of diagnostic skills, understanding of cognitive biases, human factors, patient-centred evidence-based care/practice, diagnostic error, sound clinical reasoning, patient safety and quality of care.	Practitioner level (see key) Tick level of achievement required							Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course	
Learning outcomes: practitioners will be able to:									
3.1 Demonstrate knowledge of range of clinical decision making and consultation models									
3.2 Analyse the key sources of information required to undertake a general and focused history to elicit and assess an individual's needs									
3.3 Explain the use and interpretation of diagnostic tests and investigations									
3.4 Analyse clinical reasoning processes demonstrating understanding of cognitive bias, human factors, and diagnostic error									
3.5 Use relevant evidence to inform clinical decision-making promoting patient safety and quality of care									
Practice competencies: practitioners will be able to:									
3.6 Apply a range of consultation models appropriate to the clinical situation and across a range of physical, psychological and social presentations									
3.7 Undertake general history taking and focused history taking to elicit and assess an individual's needs									
3.8 Synthesise information, taking account of factors which may include the presenting complaint, existing complaints, past medical history, genetic predisposition, medication, allergies, risk factors and other determinants of health to establish differential diagnosis									
3.9 Incorporate information on the nature of the person's needs, preferences and priorities from various other appropriate sources eg third parties, previous histories and investigations									
3.10 Critically appraise complex, incomplete, ambiguous and conflicting information gathered from history taking and/or examination, distilling and synthesising key factors from the appraisal, and identifying those elements that may need to be pursued further									
3.11 Target a range of investigations appropriately and efficiently following due process with an understanding of respective validity, reliability, specificity and sensitivity and the implications of these limitations									
3.12 Understand the importance of, and implications of findings and results and take appropriate action. This may be urgent referral/escalation as in life threatening situations, or further investigation, treatment or referral									
3.13 Be confident in, and take responsibility for, own decisions whilst being able to recognise when a clinical situation is beyond own capability or competence and escalate appropriately									
3.14 Formulate a differential diagnosis based on subjective and, where available, objective data									
3.15 Exercise clinical judgement and select the most likely diagnosis in relation to all information obtained. These may include the use of time as a diagnostic tool where appropriate									

3.16 Make a diagnosis in a structured way using a problem-solving method informed by an understanding of probability based on prevalence, incidence and natural history of illness to aid decision-making										
3.17 Synthesise the expertise of multi-professional teams to aid in diagnosis where needed										
3.18 Deliver diagnosis and test/investigation results (including difficult news sensitively and appropriately in line with local and/or national guidance, using different medium and formats including spoken word, diagrams, technology to ensure that the person has understanding about what has been communicated and can contribute to decision-making about their care										
3.19 Revise hypotheses in the light of additional information and think flexibly around problems, developing appropriate, individualised, person-centred and safe solutions										
3.20 Recognise when information/data may be incomplete and take mitigating actions to manage risk appropriately										

4.0 Cancer treatment, patient and occupational safety Understanding the safe delivery and management of therapies used to treat cancer and the appropriate assessment and management of treatment-related adverse effects. Providing relevant and timely information to enable PABC to engage in clinical decision-making about their treatment and care.	Practitioner level (see key) Tick level of achievement required								Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course		
Learning outcomes: practitioners will be able to:											
4.1 Describe the principles of local and systemic cancer treatments and demonstrate understanding of the different treatment modalities	■	■	■	■	■	■	■	■			
4.2 Identify acute, chronic and late toxicities of cancer treatments				■	■	■	■	■			
4.3 Identify the evidence to reduce the risk of and/or manage the acute, chronic and late toxicities of cancer treatments					■	■	■	■			
4.4 Describe and demonstrate how cancer treatments are delivered safely and effectively					■	■	■	■			
4.5 Explain the range of support required and available to PABC throughout treatment	■	■	■	■	■	■	■	■			
4.6 Explain treatment-related emergencies and the signs/symptoms experienced by PABC				■	■	■	■	■			
Practice competencies: practitioners will be able to:											
4.7 Provide information in a range of formats and explain to PABC at an appropriate level and pace, the range of cancer treatments available to facilitate patient's involvement in clinical decision-making about their treatment, care and management	■	■	■	■	■	■	■	■			
4.8 Provide a supportive environment in which PABC are encouraged to ask questions and share their concerns about their disease and treatment	■	■	■	■	■	■	■	■			
4.9 Advocate for and promote PABC involvement in decision-making about treatment, care and management	■	■	■	■	■	■	■	■			
4.10 Educate PABC to monitor for and report signs of acute, chronic and late toxicities of cancer treatments				■	■	■	■	■			
4.11 Use evidence-based interventions to assess, prevent and manage treatment toxicities					■	■	■	■			
4.12 Know when to refer to and involve other health care providers	■	■	■	■	■	■	■	■			
4.13 Be involved in the delivery of treatment within their scope of practice and requirements of the health care setting	■	■	■	■	■	■	■	■			
4.14 Provide continuity and help co-ordinate PABC's care during treatment and document this		■	■	■	■	■	■	■			
4.15 Educate PABC regarding the practical skills required for effective treatment and self-care interventions where relevant			■	■	■	■	■	■			
4.16 Recognise the hazards associated with cancer treatments and take preventative actions to minimise these and comply with local and national safety regulations, legislations and guidelines	■	■	■	■	■	■	■	■			
4.17 Provide information and support to, and act as a role model for colleagues to ensure safe practice in the treatment settings					■	■	■	■			
4.18 Use evidence-based interventions to assess, prevent and assist in the management of emergencies caused by cancer therapies knowing when to refer to, and involve, other health care providers				■	■	■	■	■			

5.0 Supporting people living with, through and beyond cancer Providing care and support to PABC throughout the cancer trajectory.	Practitioner level (see key) Tick level of achievement required								Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course
Learning outcomes: practitioners will be able to:									
5.1 Identify the impact of cancer on the physical, psychological, emotional, social and spiritual wellbeing of people affected by cancer (PABC)									
5.2 Describe the complex and changing informational, educational and supportive care needs of PABC									
5.3 Describe theories of self-management and self-empowerment as well as lifestyle interventions for improving quality of life									
5.4 Examine the potential impact of co-morbidities and the consequences of long-term and late effects of cancer treatment									
5.5 Recognise the importance of smooth transitions such as between acute health care settings and home care, from active treatment to survival programmes, or from paediatric to adult cancer services									
5.6 Demonstrate insight into the emotional labour involved when caring for PABC throughout the spectrum of cancer care and evaluate reasons why care of the self and colleagues is important									
Practice competencies: practitioners will be able to:									
5.7 Use evidence-based interventions to assess, prevent and manage the physical, psychological, social and existential consequences of cancer									
5.8 Develop an individualised care plan in collaboration with PABC tailored to the phase of disease (eg diagnosis, during treatment, post-treatment, ie survivorship and rehabilitation)									
5.9 Involve specialist palliative support care services where appropriate									
5.10 know when to refer to, and involve members of the multi-professional team to deliver holistic patient centred care									
5.11 identify and utilise appropriate informational, educational and supportive care interventions aligned to PABC's needs and life stage at different phases of the disease									
5.12 Demonstrate awareness of the range of services and professionals, including statutory, voluntary and charitable organisations, available to support PABC and refer appropriately to meet the individual needs of PABC									
5.13 Provide information to PABC to promote and support self-care and self-management and enable independence									
5.14 Consider the needs of younger and older patients who may not have independence to make decisions for themselves									
5.15 Signpost PABC to other sources of support									
5.16 Identify individuals who are at high risk of long-term and late effects, including risk of secondary cancer									

5.17 Appropriately consider co-morbidity, the impact of long-term illness and survivorship on the health status and well-being of PABC and implement appropriate referrals to other professionals and agencies in respect of these																			
5.18 Deliver supportive care to manage cancer co-morbidities and other diseases (eg COPD and diabetes)																			
5.19 Act to support effective continuity of care and seamless transitions between different health care services, from active treatment through to survivorship (long term follow-up) and/or palliative and end of life care																			
5.20 Seek emotional and developmental support when required																			
5.21 Actively support colleagues																			
5.22 Act as a role model																			

6.0 Caring for people with advanced disease and at end of life Providing a high standard of palliative and supportive care to those living with advanced cancer to meet multiple and complex physical, practical, psychosocial, emotional and spiritual needs at end of life.	Practitioner level (see key) Tick level of achievement required								Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course		
Learning outcomes: practitioners will be able to:											
6.1 Explain how the philosophy and principles of palliative care and end of life care are implemented in own care setting eg supportive care, palliative care and end of life care											
6.2 Describe the important role of palliative care throughout the disease trajectory											
6.3 Identify the physical, psychological, social, emotional and existential impact of advanced cancer											
6.4 Describe the signs of dying and distinguish between reversible treatable symptoms and those which indicate the final phase of life											
6.5 Define the goals of care when a person is dying eg patient comfort and dignity, symptom management, family and caregiver support											
6.6 Explore theories of loss, grief and bereavement and how these are applied in clinical practice											
Practice competencies: practitioners will be able to:											
6.7 Recognise that palliative care is the responsibility of all cancer care professionals regardless of health care setting											
6.8 Identify the barriers to integrating palliative care and act to address them											
6.9 Inform, support and educate PABC about palliative and end of life care where appropriate											
6.10 Demonstrate an open attitude towards and act as an advocate for palliative care											
6.11 Raise awareness and educate colleagues about palliative care											
6.12 Recognise the importance of effective continuity of care and seamless transitions between different health care services, from active treatment through to end of life											
6.13 Facilitate appropriate discussions between health and social care professionals, patients and their family members to elicit their preferences with respect to goals of care and the transition between care aimed at cure and end of life care											
6.14 Undertake a holistic assessment of the needs, concerns and symptoms commonly experienced by PABC receiving palliative and/or end of life care											
6.15 Identify and deliver evidence-informed nursing interventions to support patients and carers											
6.16 Demonstrate ability to advocate for vulnerable people with advanced disease and those close to them, representing and advocating for wishes on behalf of person or their family, navigating ethical and legally challenging situations											
6.17 Recognise the final phase of life											
6.18 Communicate sensitively, truthfully and without ambiguity about the dying process with PABC											

CAREER PATHWAY AND EDUCATION FRAMEWORK FOR CANCER NURSING

6.19 Deliver appropriate interventions to guide and support PABC and their carers through the dying process involving and knowing when to refer onto other health care providers									
6.20 Provide appropriate nursing interventions to promote patient comfort and dignity									
6.21 Respect and respond to different cultural and religious perspectives/needs at EOL									
6.22 Identify the need and implement strategies for involving and supporting the family and carers									
6.23 Use active listening and observation skills to recognise, assess and appropriately support a person experiencing distress									
6.24 Support and give advice to families and carers following death knowing when to refer and involve other health care providers									

7.0 Independent and supplementary prescribing Apply knowledge of pharmacology, pharmacokinetics and pharmacodynamics to safely prescribe within own scope of practice demonstrating evidence-based thinking and decision-making processes and sound clinical reasoning within legal frameworks for prescribing for patient safety and quality of care.	Practitioner level (see key) Tick level of achievement required							Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course
Learning outcomes: practitioners will be able to:								
7.1 Demonstrate knowledge of pharmacology, pharmacokinetics and pharmacodynamics related to medications relevant and appropriate to their scope of practice								
7.2 Demonstrate knowledge of legal frameworks and guidelines for prescribing including the Royal Pharmaceutical Framework								
7.3 Use relevant evidence to inform clinical decision-making and prescribing medications promoting patient safety and quality of care								
Practice competencies: practitioners will be able to:								
7.4 Safely prescribe therapeutic medications, relevant and appropriate to scope of practice applying an in-depth understanding of pharmacology which considers relevant physiological and/or pathophysiological changes and allergies								
7.5 Critically analyse polypharmacy, evaluating the pharmacological interactions and the impact upon physical and psychological well-being and health care provision								
7.6 Keep up to date and apply the principles of evidence-based practice, including clinical and cost-effectiveness and associated legal frameworks for prescribing								
7.7 Follow Royal Pharmaceutical Framework								
7.8 Appropriately review response to medication, recognising the balance of risks and benefits which may occur								
7.9 Take account of context including what matters to the person and their experience and impact for them, including preferences in the context of their life including polypharmacy, multimorbidity, frailty, existing medical issues (for example kidney or liver issues and cognitive impairment)								
7.10 Confidently explain and discuss risks and benefits of medication with people using appropriate language, education and tools to assist as needed								
7.11 Advise people on medicines management, including concordance and the expected benefits and limitation, informing them impartially in the advantages and disadvantages in the context of other management options								
7.12 Support people to take the medications they require and deprescribe where appropriate								

8.0 Communication in cancer care Providing effective person-centred communication to determine patients and carers needs, concerns and preferences, and patients' satisfaction, adherence to treatment, safety, improved outcomes and recovery.	Practitioner level (see key) Tick level of achievement required								Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course			
Learning outcomes: practitioners will be able to:												
8.1 Discuss the importance of effective person-centred care communication in the cancer setting in particular												
8.2 Demonstrate knowledge of communication theories and how they are applied in practice, including strategies for conducting assessments												
8.3 Describe the barriers to, and facilitators of effective communication when interacting with PABC												
8.4 Explore the importance of multi-professional communication in cancer care and how this can be enhanced												
8.5 Identify supportive strategies which will help cancer nurses to develop emotional resilience												
Practice competencies: practitioners will be able to:												
8.6 Effectively utilise verbal, written and digital modes of communication to provide information, education and support in an empathic, clear understandable and caring manner while maintaining confidentiality												
8.7 Select and adopt an appropriate communication approach, from a range of core communication and consultation skills, to effectively assess the informational, educational and supportive care needs of PABC throughout the cancer trajectory												
8.8 Assess for and address any patient-related, nurse-related or environmental barriers to effective communication												
8.9 Appropriately select from a range of communication skills and style available in order to promote clear and unambiguous information exchanges with other health professionals												
8.10 Demonstrate effective advanced communication and interpersonal skills with people affected by cancer, those close to them and colleagues across all care settings												
8.11 Demonstrate the ability to facilitate effective communication across teams (using a variety of formats), care settings and services to support the multi-professional, multi-agency team to provide holistic person-centred, co-ordinated care for people affected by cancer												
8.12 Demonstrate emotional literacy, reflective ability, appropriate empathy and social competences												
8.13 Act as a role model for others for communication in cancer care												
8.14 Recognise own emotional needs and act accordingly using help seeking behaviour to prevent burnout												

9.0 Leadership and management in cancer nursing Regardless of role or position, developing practitioners with leadership skills to facilitate team management and to organise work and practice development for PABC.	Practitioner level (see key) Tick level of achievement required								Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course
Learning outcomes: practitioners will be able to:									
9.1 Differentiate between leadership and management and consider how different models of clinical leadership may impact on the care provided to PABC									
9.2 Describe the importance of the legal, ethical and professional issues in relation to the care of PABC									
9.3 Describe the principles of risk assessment and management in relation to the care of PABC									
9.4 Discuss the importance of self-development and emotional resilience for cancer nurses									
9.5 Discuss the importance of relevant resource management strategies in relation to cancer care									
Practice competencies: practitioners will be able to:									
9.6 Use appropriate leadership and management strategies to practice and evaluate the impact of these strategies upon PABC and on other health care professionals									
9.7 Practice in accordance with legal, ethical and professional principles in order to provide safe, effective, timely, cost-effective care to PABC									
9.8 Practice in accordance with national and local policies and standards in order to provide safe, effective, timely, cost-effective care to PABC									
9.9 Provide leadership in the contribution to and implementation and evaluation of policies and standards relevant to cancer care									
9.10 Assess risk and implement risk management strategies in order to promote patient well-being and safety in practice									
9.11 Demonstrate evidence of continuing professional development and actively promote the professional development of nurses working in other areas of the organisation									
9.12 Demonstrate the ability to plan, allocate, co-ordinate and evaluate the use of health care resources in an appropriate manner when providing care to PABC									
9.13 Inform the strategic direction and lead changes to cancer service delivery for a population/community									

10.0 Research utilisation and evidence in cancer care Developing literature searching, retrieval, and critical appraisal of research, alongside developing an understanding of the research process and different methodologies to facilitate research utilisation, initiate quality assurance/service improvement processes and implementation of evidence-based care.	Practitioner level (see key) Tick level of achievement required								Evidence of achievement (tick relevant programme) UG or PG Pre-registration nursing programme Fd Nursing Associate programme PG Post-registration module/course		
Learning outcomes: practitioners will be able to:											
10.1 Explain how knowledge and evidence are developed for clinical practice	■	■	■	■	■	■	■	■			
10.2 Identify the key sources of research and evidence-based clinical practice guidelines (CPGs) relevant to cancer care and cancer nursing	■		■	■	■	■	■	■			
10.3 Critically appraise peer-reviewed research articles and CPGs relevant to cancer care and cancer nursing					■	■	■	■			
10.4 Describe the principles of cancer clinical trials and discuss the role of the nurse in this context	■		■	■	■	■	■	■			
10.5 Describe the use of health services research in cancer service development and explore the role of clinical audit in practice development						■	■	■			
Practice competencies: practitioners will be able to:											
10.6 Demonstrate the ability to provide an evidence-based rationale for interventions in cancer care in general and in cancer nursing in particular			■	■	■	■	■	■			
10.7 Retrieve high quality research articles and evidence-based guidelines relevant to cancer care and cancer nursing by formulating effective research questions and utilising effective search strategies for sourcing relevant electronic and print material					■	■	■	■			
10.8 Appropriately apply evidence-based recommendations in the clinical area having considered the strengths and limitations of the research	■		■	■	■	■	■	■			
10.9 Provide safe and effective care to patients on clinical trials in accordance with study protocols with a view to ensuring optimal outcomes and experiences for patients					■	■	■	■			
10.10 Describe and contribute to health services research and clinical audit in their clinical area						■	■	■			
10.11 Use knowledge of research and audit process, and methods to develop and lead projects for practice and service development for cancer nursing								■			

RCN quality assurance

Publication

This is an RCN advice and information publication. Guidance on how to search and find the relevant evidence-based information and resources you may require to help keep your knowledge and practice up-to-date.

Description

The RCN's Career and Education Framework for Cancer Nursing for UK nursing staff incorporates cancer-specific nursing outcomes. 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.

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Evaluation

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