RCN competences:
an integrated career and competence framework for nurses working in the field of children and young people’s cancer care
Acknowledgements

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Contributors

Karen Selwood, Advanced Nurse Practitioner, Liverpool
Leigh Shaw, Senior Sister, Southampton
Rachel Coyne, Lead Nurse Paediatric Oncology, Cambridge
Margaret Parr, Oncology Nurse Specialist, (Education), Nottingham

Current steering group

Karen Selwood, (PONF Chair) Advanced Nurse Practitioner in Paediatric Oncology, Liverpool
Rachel Coyne, Lead Nurse Paediatric Oncology, Cambridge
Rachel Hollis, Lead Children's Cancer Nurse, Paediatric Oncology, Leeds Teaching Hospitals Trust
Kate Pye, Matron Paediatric Oncology, Royal Marsden London
Laura Clarke, Lead Nurse Paediatric Oncology, Cardiff
Louise Soanes, TYA Nurse Consultant for Adolescents and Young Adults Royal Marsden, London
Jeanette Hawkins, Lead Cancer Nurse Paediatric Oncology, Birmingham

RCN staff

Fiona Smith, Adviser in Children & Young People's Nursing
Nikki Hale, Senior Fellow in Competence Development

This publication is due for review in October 2015. To provide feedback on its contents or on your experience of using the publication, please email publications.feedback@rcn.org.uk

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Introduction

Paediatric oncology is a complex specialty, for which specific skills are required in order to meet the needs of children and young people. These competences reflect the ranges of skills that nurses at various levels need to practice in a way that is safe, lawful, effective and accountable. It is also anticipated that this working document will stimulate discussion as new knowledge, skills and innovations emerge.

The RCN Children’s and Young People’s Cancer Nurses Community (formerly Paediatric Oncology Nurses Forum) has been in existence for over 25 years. These competences have been developed by the members of this community in consultation with nurses from all the twenty one oncology centres in the UK.

Context of competence framework

This framework has been updated and broadened since the original version in 2005, and the last updated version in 2010. The framework encompasses Agenda for Change and the Knowledge and Skills Framework (KSF) implemented across the UK in December 2004.

This framework uses an outcomes competence model. Taking this approach focuses on the expectations of the person who is undertaking a work role, and addresses a number of political and professional issues and initiatives including:

- the need for leadership in specialist nursing
- the need for the development of standards
- an increased focus on work-based and lifelong learning plus supervision
- a changing focus towards professional rather than academic accreditation.

The competences have been developed to guide practice and provide a framework for training programmes to be produced. It should be used together with other competence frameworks that can highlight core nursing skills and competences. For this reason the competences set out in this framework are specific to paediatric oncology and do not attempt to cover wider children’s nursing competences.

Competence can be defined as: “The state of having the knowledge, judgement, skills, energy, experience and motivation required to respond adequately to the demands of one’s professional responsibilities” (Roach, 1992).
Scope of the competences

These competences are aimed primarily for qualified nursing staff at bands 5-8, working in a paediatric oncology setting either in a primary treatment centre or in shared care (hospital and community). Some of the competences are transferable and can be used by allied health care professionals, but are not addressed specifically for this use in the document.

Headline competences

The framework includes those competences expected of a registered nurse according to Skills for Health (2006), plus seven competences especially for children’s oncology nurses:

- safe handling of cytotoxic drugs
- safe administration of cytotoxic drugs
- care of the child relating to common side effects
- care of the child with febrile neutropaenia
- oncological emergencies
- long term follow up
- radiotherapy.

Using the competence framework

There are a number of ways this framework can be used to develop nurses’ knowledge and skills, for example:

- as a tool for individual nurses to assess their own competence and training needs
- as a formal appraisal system to assess competence and identify training needs
- as a means of planning an individual nurse’s career pathway
- as a method of developing a comprehensive induction programme for new staff
- as a framework for the development of individual portfolios
- information for nurses considering a career in paediatric oncology practice.

Benefits of the framework

The competence framework will not only provide benefits for nurses, but also for their employers where applicable, as well as patients and the general public.

As a nurse, using the framework will help you to:

- deliver consistently high standards of care
- identify your level of practice and plan your career in a more structured way
- pinpoint education and development needs to help you realise your potential more effectively
- seize opportunities to influence the direction of nursing.

The framework will give employers:

- a model to ensure consistently high standards of care
- a clearer insight into the expertise and competence of staff; such as in assessing risk management.

Patients and the public will benefit from the framework, because it will ensure:

- consistently high standards of patient care
- increased effectiveness to service provision
- improved access and choice for care provision.

How do I get started?

The levels of competence range from competent nurse (band 5) and experienced proficient nurse (band 6), through to senior practitioner/expert nurse (band 7). You will need to look at the competence statements, and decide where you fit on the career trajectory in terms of development and what you already do.

How to produce evidence to demonstrate competence

You are responsible for developing your own portfolio of evidence for each competency in order to demonstrate that you have achieved it at the identified/desired level. Forms of evidence you can use include case histories, self-appraisal via a reflective diary, 360-degree feedback, verification of practice and structured observation of practice.
When you gather evidence it is important to consider the following:

- ensure that you understand what the competency statement is asking of you
- review any existing work that could be used
- identify whether the existing evidence is appropriate; for example, if you attend a study day to prepare you for a clinical skill but have not practiced the skill in a clinical setting, then your certificate of attendance on its own will not show evidence of competence and you would have to make arrangements for supervised practice; however, if you have undergone training and have evidence of supervised practice on a regular basis, this evidence should be sufficient
- consider what else you may need to do in developing evidence; for example, are you familiar with a reflective model? Will someone be giving you feedback on your practice? Do you have further development needs and have you considered how you might address them?
- think about using evidence that covers several competences; for example, one case study may demonstrate that you have used a variety of knowledge and skills in treating a patient and in this instance you should be able to triangulate evidence against several competences.

**What is evidence?**

There is a variety of material that you can collect to capture evidence of competence. This may include:

- signed evidence of supervised practice such as observation of a procedure being undertaken
- projects
- practice developments/changes in practice
- critical incidents
- reflective diaries
- evidence of qualification
- assessments and appraisals
- publications and presentations
- audits
- teaching packages
- posters
- certificates of attendance with reflections on learning
- evidence of group work
- policy and protocol development
- evidence of membership of advisory groups
- research and evidence-based reviews
- witness statements, when focused and well structured.

The strength of the competence framework lends itself to the assessment of nursing practice at a local level in partnership with multidisciplinary colleagues. However, assessment may also take place through higher education university courses and formal examination. Practitioners who carry out the assessments should have adequate expertise and training in the assessment and mentoring process, together with a higher level knowledge of aesthetic practice.
References

BMA; RCPCH; RPS (2012) BNF for Children. Available from bnf@bnf.org


Skills for Health (2011) CS11 Help a young person prepare to manage the transition from children's to adults' healthcare services. Available from www.skillsforhealth.org.uk


Websites

CCLG – www.cclg.org.uk

Macmillan – www.macmillan.org.uk
Caring for a child or young person receiving chemotherapy – safe handling of cytotoxic drugs

<table>
<thead>
<tr>
<th>Level</th>
<th>Competence</th>
<th>KSF</th>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
<th>Attitudes and behaviours</th>
<th>Contextual factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 5-8</td>
<td>Demonstrates a knowledge and understanding of the potential risks of handling cytotoxic drugs</td>
<td>Band 5</td>
<td>Can discuss exposure risks in the handling of cytotoxic drugs</td>
<td>Risks and symptoms related to exposure</td>
<td>Displays appreciation of the necessity to conform to prescribed practice to reduce risks</td>
<td>National and local policies/guidelines relating to chemotherapy</td>
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<tr>
<td></td>
<td></td>
<td>Core 3</td>
<td>Can state measures to reduce risks and minimise exposure</td>
<td>Application of theory to practice</td>
<td></td>
<td>COSHH regulations (2005)</td>
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<td></td>
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<td>level 1</td>
<td>Can identify local policies and procedures relating to risk management, COSHH regulations, storage, transportation, reconstitution, safe handling, spillage and disposal</td>
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<td>Improving Outcomes Guidance for Children and young people with cancer (NICE 2005)</td>
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<td>HWB 3</td>
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<td>Level</td>
<td>Competence</td>
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</table>
| Band 5-8 | Demonstrates safe practice in the handling of cytotoxics and cytotoxic waste | Band 5 Core 3 level1 HWB 3 level1/2 | Handles cytotoxic drugs and associated equipment safely, and reduces potential for spillage Acts in accordance with local policies and procedures in transporting and storing cytotoxic drugs Wears protective clothing in accordance with local policies Adheres to procedures in disposing unused cytotoxic drugs/equipment and other cytotoxic waste Disposes of excreta according to local procedures Can explain the action to be taken in the event of a spillage Can identify appropriate equipment and clothing required to deal with a spillage, and is aware of their location Can explain procedures for dealing with contaminated linen and equipment Can explain the procedures for dealing with contaminated skin/eyes Can discuss the role of occupational health in the event of cytotoxic contamination, and guidance for pregnant staff | Application of theoretical knowledge to clinical practice Displays appreciation of the necessity to conform to prescribed practice to reduce risks | |}

Caring for a child or young person receiving chemotherapy – safe handling of cytotoxic drugs

R O Y A L  C O L L E G E  O F  N U R S I N G

7
## Caring for a child or young person receiving chemotherapy – safe administration of chemotherapy

<table>
<thead>
<tr>
<th>Level</th>
<th>Competence</th>
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<th>Knowledge and understanding</th>
<th>Attitudes and behaviours</th>
<th>Contextual factors</th>
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<tbody>
<tr>
<td>Band 5-8</td>
<td>Demonstrates a knowledge and understanding of the checking process prior to safe administration of cytotoxic drugs</td>
<td>Band 5</td>
<td>Core 3 level 3 HWB 1 level 2 HWB 2 level 2 HWB 7 level 1</td>
<td>Is able to locate and interpret the relevant treatment protocol for each admission</td>
<td>Able to apply theoretical knowledge to practice</td>
<td>National and local policies/guidelines relating to chemotherapy</td>
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<td>Band 6</td>
<td>Core 3 level 3 HWB 1 level 2 HWB 2 level 2 HWB 7 level 2</td>
<td>Is able to verify that relevant pre chemotherapy checks have been completed before treatment commences</td>
<td>Show knowledge of blood values and their relevance in the administration of chemotherapy</td>
<td>COSHH regulations (2005)</td>
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<td>Band 7/8</td>
<td>Core 3 level 3 HWB 1 (2) HWB 2 (2) HWB 7 (3/4)</td>
<td>Is able to demonstrate awareness of the consent process in chemotherapy administration</td>
<td>Can identify possible sources of information</td>
<td>Improving Outcomes Guidance for Children and young people with cancer (NICE 2005)</td>
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<td>BNF for children (BMA 2012)</td>
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<td>NMC Code of Conduct (2008)</td>
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</table>

| Band 5-8 | Demonstrates the ability to safely administer cytotoxic chemotherapy | Band 5 | Core 3:level 1 HWB 5 level 3 HWB 7 level 1 | Can identify cytotoxic agents, routes of administration and their potential side effects | Able to apply theoretical knowledge to practice | National and local policies/guidelines relating to chemotherapy/CVAD/administration of medicines |
|          |            | Band 6 | Core 3 level Level HWB 5 level 3 HWB 7 level 2 | Is able to identify registered prescribers in the team | Understands that chemotherapy can only be prescribed by registered prescribers | COSHH regulations (2005) |
|          |            | Band 7/8 | Core 3 level HWB 5 level 4 HWB 7 level 3/4 | Is able to identify the correct route of administration for each drug | Is able to effectively access information about chemotherapy administration schedules | Improving Outcomes Guidance for Children and young people with cancer (NICE 2005) |
|          |            |        |                      | Is able to identify the need for adjuvant therapy eg fluids, mesna, folinic acid, allopurinol, etc | Is able to effectively access information about chemotherapy administration schedules | BNF for children (BMA 2012) |
|          |            |        |                      | Recognises that protocols generally have administration schedules | Is able to effectively access information about chemotherapy administration schedules | NMC Code of Conduct (2007) |
|          |            |        |                      | Is able to recognise side effects/reactions and take appropriate action | Is able to effectively access information about chemotherapy administration schedules | |
## Caring for a child or young person receiving chemotherapy – safe administration of chemotherapy

<table>
<thead>
<tr>
<th>Level</th>
<th>Competence</th>
<th>KSF</th>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
<th>Attitudes and behaviours</th>
<th>Contextual factors</th>
</tr>
</thead>
</table>
| Band 5-8 | Demonstrates knowledge of signs and symptoms of adverse reactions to cytotoxic drugs and immediate treatment needed in this event | Band 5  
HWB 6 level 2  
HWB 7 (level 3  
G1 level 1/2  
Band 6  
HWB 6 level 3  
HWB 7 level 4  
G1 Level 1/2  
Band 7/8  
HWB 6 level 4  
HWB 7 level 4  
G1 level 3/4 | Can identify cytotoxic drugs that have a potential for adverse reactions  
Can describe signs and symptoms of extravasation/hypersensitivity  
Able to identify patients at increased risk of adverse reactions  
Can appropriately manage extravasation, hypersensitivity or other adverse reaction | Able to apply theoretical knowledge to practice  
Knowledge of appropriate documentation to be used | Understanding  
Empathic  
Liaises with others where appropriate  
Builds and maintains professional relationships  
Seeks appropriate help and support | National and local policies/guidelines relating to adverse reactions  
BNF for children (BMA 2012) |
| Band 5-8 | Demonstrates an ability to inform parents/carers about treatment, and support them in caring for their child when receiving cytotoxic therapy | Band 5  
Core 1  
Level 3  
HWB 1 level 3  
HWB 4 level 2  
IK 3 level 2  
Band 6  
Core 1 level 3  
HWB 1 level 3  
HWB 4 level 2  
IK 3 level 2  
Band 7  
C1 level 4  
HWB 1 level 4  
HWB 4 level 4  
Band 8  
Core 1 level 4  
HWB 1 level 4  
HWB 4 level 4 | Gives clear explanations to parents/carers about the chemotherapy being administered  
Provides and uses appropriate educational material  
Is able to identify the appropriate support required  
Is aware of where to find the support  
Is able to identify the education needs of patients and carers  
Is able to identify where to find information required  
Is able to develop information if required | Ability to relate clinical information into lay terms | Professional approach  
Sensitive manner  
Demonstrates a range of effective and appropriate communication skills | Relevant information booklets available on websites eg CCLG, Macmillan  
Improving outcomes guidance for Children and Young People with Cancer (NICE 2005)  
Skills for health CS21 (2011), CS22 (2011) |
# Caring for a child or young person who has the potential for side effects relating to chemotherapy

<table>
<thead>
<tr>
<th>Level</th>
<th>Competence</th>
<th>KSF</th>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
<th>Attitudes and behaviours</th>
<th>Contextual factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 5-8</td>
<td>Demonstrates a knowledge and ability to recognise and manage the most commonly occurring side effects and complications of cytotoxic chemotherapy</td>
<td>Band 5 HWB 6 level 3 HWB 7 level 3 G1 level 1/2</td>
<td>Able to discuss common side effects and their management</td>
<td>Able to apply theoretical knowledge to practice</td>
<td>Understanding</td>
<td>National and local policies/guidelines relating to adverse reactions BNF for children (BMA 2012)</td>
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<tr>
<td>Band 6</td>
<td>HWB 6 level 3 HWB 7 level 3 G1 level 3</td>
<td>Band 6 HWB 6 level 3 HWB 7 level 3 G1 level 3</td>
<td>Able to take appropriate action regarding these side effects</td>
<td>Knowledge of appropriate documentation to be used</td>
<td>Empathic</td>
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</tr>
<tr>
<td>Band 7/8</td>
<td>HWB 6 level 4 HWB 7 level 4 G1 level 4</td>
<td>Band 7/8 HWB 6 level 4 HWB 7 level 4 G1 level 4</td>
<td>Discuss agents to use to minimise side effects</td>
<td>Seek appropriate help and support</td>
<td>Liaises with others where appropriate</td>
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<td>Band 5 HWB1 level 2 HWB4 level 2 IK 3 level 3</td>
<td></td>
<td>Is able to contribute to the development of policies or guidelines to manage complications</td>
<td>Builds and maintains professional relationships</td>
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<td>Band 6</td>
<td>HWB 1 level 3 HWB 4 level 4 IK 3 level 3</td>
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<tr>
<td>Band 7/8</td>
<td>HWB 1 level 4 HWB 4 level 4 IK 3 level 4</td>
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<td>Gives clear explanations to parents/carers about the consequences of treatment and appropriate actions</td>
<td>Ability to relate clinical information into lay terms</td>
<td>Professional approach</td>
<td>Relevant information booklets available on websites eg CCLG, Macmillan Improving outcomes guidance for Children and Young People with Cancer (NICE 2009)</td>
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<td>Sensitive manner</td>
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<td>Demonstrates a range of effective and appropriate communication skills</td>
<td>Skills for health CS21 (2011), CS22 (2011), CS30 (2011)</td>
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## Caring for a child or young person who has the potential to become febrile/neutropaenic

<table>
<thead>
<tr>
<th>Level</th>
<th>Competence</th>
<th>KSF</th>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
<th>Attitudes and behaviours</th>
<th>Contextual factors</th>
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<tbody>
<tr>
<td>Band 5-8</td>
<td>Demonstrates knowledge and ability to recognise a patient with fever and neutropaenia</td>
<td>Band 5 HWB 6 level 2 HWB 7 level 3</td>
<td>Able to discuss fever and neutropaenia and the impact on the child and family</td>
<td>Able to apply theoretical knowledge to practice</td>
<td>Understanding</td>
<td>National and local policies/guidelines relating to adverse reactions BNF for children (BMA 2012)</td>
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<td>Band 6 HWB 6 level 3 HWB 7 level 3</td>
<td>Able to take appropriate action regarding this complication</td>
<td>Knowledge of appropriate documentation to be used</td>
<td>Empathic</td>
<td>BNF for children (BMA 2012)</td>
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<td>Band 7/8 HWB 6 level 4 HWB 7 level 4</td>
<td>Discuss agents to use to minimise side effects</td>
<td>Seek appropriate help and support</td>
<td>Liaises with others where appropriate</td>
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<td>Able to recognise serious complications and take appropriate action</td>
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<td>Builds and maintains professional relationships</td>
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<td>Band 5-8 Demonstrates the ability to provide information for parents/carers and children regarding the risk of fever and neutropaenia</td>
<td>Band 5 HWB1 level 2 HWB 4 level2 IK 3 level 3</td>
<td>Gives clear explanations to parents/carers about the consequences of treatment and appropriate actions to take on recognition of fever and possible neutropaenia</td>
<td>Ability to relate clinical information into lay terms</td>
<td>Professional approach</td>
<td>Relevant information booklets available on websites eg CCLG, Macmillan</td>
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<td>Band 6 HWB 1 level 3 HWB 4 level 4 IK3 level 3</td>
<td>Is able to educate the family about where, when and how to seek advice when side effects develop at home</td>
<td>Sensitive manner</td>
<td>Demonstrates a range of effective and appropriate communication skills</td>
<td>Improving outcomes guidance for Children and Young People with Cancer (NICE 2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Band 7/8 HWB 1 level 4 HWB 4 level 4 IK3 level 4</td>
<td>Provides and uses appropriate educational material</td>
<td></td>
<td>Demonstrates a range of effective and appropriate communication skills</td>
<td>Skills for health CS21 (2011), CS22 (2011), CS30 (2011)</td>
</tr>
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<td></td>
<td>Is able to identify the education needs of patients and carers</td>
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<td>Is able to identify where to find information required</td>
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<td>Is able to develop information if required</td>
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</table>
### Caring for a child or young person who has the potential to develop an oncological emergency e.g. spinal cord compression, tumour lysis, anaphylaxis

<table>
<thead>
<tr>
<th>Level</th>
<th>Competence</th>
<th>KSF</th>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
<th>Attitudes and behaviours</th>
<th>Contextual factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 5-8</td>
<td>Demonstrates a knowledge of different types of oncological emergencies, and appropriate recognition and action</td>
<td>Band 5 HWB 6 level 3 HWB 7 level 2 Band 6 HWB 6 level 3 HWB 7 level 3 Band 7/8 HWB 6 level 4 HWB 7 level 4</td>
<td>Can identify common oncological emergencies throughout the treatment/management of a malignancy Can identify measures to reduce the potential for emergencies if applicable Demonstrates knowledge of the management of these problems Acts in accordance with local policies and procedures relating to oncological emergency Is able to develop policies and procedures to manage oncological emergencies</td>
<td>Able to apply theoretical knowledge to practice Can identify possible sources of information</td>
<td>Understanding Empathic Liaises with others where appropriate Builds and maintains professional relationships Correctly identifies the need for additional knowledge and information Seeks appropriate guidance and support</td>
<td>National and local policies/guidelines relating to chemotherapy and oncological emergencies Skills for Health EC11M (2011)</td>
</tr>
<tr>
<td>Band 5-8</td>
<td>Demonstrates the ability to manage a range of oncological emergencies</td>
<td>Band 5 HWB 6 level 3 HWB 7 level 2 Band 6 HWB 6 level 3 HWB 7 level 3 Band 7/8 HWB 6 level 4 HWB 7 level 4</td>
<td>Recognises and anticipates the potential at risk group for oncological emergencies Can identify and instigate measures to reduce the potential for emergencies if applicable Responds promptly at the onset of an oncological emergency Liaise appropriately with relevant professional for ongoing management</td>
<td>Able to apply theoretical knowledge to practice Correctly identifies the need for additional knowledge and information Can identify possible sources of information Recognises situations where more senior support is needed</td>
<td>Understanding Empathic Liaises with others where appropriate Builds and maintains professional relationships</td>
<td>National and local policies/guidelines relating to chemotherapy and oncological emergencies Skills for health CS25 (2011), EC07 (2011)</td>
</tr>
<tr>
<td>Band 5-8</td>
<td>Demonstrates the ability to support parents/carers whilst their child is going through a range of oncological emergencies</td>
<td>Band 5 Core 1 level 3 HWB1 level 3 HWB 4 level 2 G1 level 1/2 Band 6 Core 1 level 3 HWB1 level 3 HWB 4 level 4 G1 level 2 Band 7/8 Core 1 level 4 HWB 1 level 4 HWB 4 level 4 G1 level 4</td>
<td>Gives clear explanations to parents/carers about oncological emergency and actions taken to alleviate the problem Provides calm reassurance throughout event</td>
<td>Ability to relate clinical information into lay terms</td>
<td>Professional approach Sensitive manner Demonstrates a range of effective and appropriate communication skills</td>
<td>Relevant information booklets available on websites e.g. CCLG, Macmillan Improving outcomes guidance for Children and Young People with Cancer (NICE 2005)</td>
</tr>
</tbody>
</table>
## Caring for a child or young person requiring long term follow up

<table>
<thead>
<tr>
<th>Level</th>
<th>Competence</th>
<th>KSF</th>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
<th>Attitudes and behaviours</th>
<th>Contextual factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 5-8</td>
<td>Demonstrates an awareness of the potential long term issues related to treatment for cancer</td>
<td>Band 5 HWB 6 level 1 HWB 7 level 1</td>
<td>Able to identify the potential late effects depending on treatment giving</td>
<td>Able to apply theoretical knowledge to practice</td>
<td>Understanding</td>
<td>Trust and local guidelines and policies</td>
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<tr>
<td></td>
<td>Demonstrates knowledge of investigations required for surveillance of long term complication</td>
<td>Band 6 HWB 6 level 2 HWB 7 level 3</td>
<td>Able to discuss the importance of the MDT in the role of long term follow up</td>
<td>Correctly identifies the need for additional knowledge and information</td>
<td>Empathic</td>
<td>Lost in Transition (RCN 2007)</td>
</tr>
<tr>
<td></td>
<td>Demonstrates understanding and the ability to manage the changing needs of adolescents and young adults</td>
<td>Band 7/8 HWB 6 level 4 HWB 7 level 4</td>
<td>Able to discuss the services available for long term follow up and the transition to adult services</td>
<td>Can identify possible sources of information</td>
<td>Liaises with others where appropriate</td>
<td>Transition: getting it right for young people (DH 2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Band 5 HWB 6 level 1 HWB 7 level 1</td>
<td>Ability to relate clinical information into lay terms</td>
<td>Ability to relate clinical information into lay terms</td>
<td>Professional approach</td>
<td>Improving outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Band 6 HWB 1 level 3 HWB 4 level 4</td>
<td>Provides and uses appropriate educational material to support long term complications and transition</td>
<td>Provides and uses appropriate educational material to support long term complications and transition</td>
<td>Sensitive manner</td>
<td>guidance for children and young people with cancer (NICE 2005)</td>
</tr>
<tr>
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<td></td>
<td>Band 7/8 HWB 1 level 4 HWB 4 level 4 IK 3 level 3</td>
<td>Ability to relate clinical information into lay terms</td>
<td>Provides and uses appropriate educational material to support long term complications and transition</td>
<td>Empowering</td>
<td>Skills for Health CS11 (2011), CS12 (2011)</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an ability to provide information for parents/carers and children regarding the potential for long term complications following treatment</td>
<td>Band 5 HWB 1 level 1 HWB 4 level 1</td>
<td>Ability to discuss with children and families the potential long term effects and the importance of attending clinics</td>
<td>Ability to relate clinical information into lay terms</td>
<td>Professional approach</td>
<td>Local and national guidelines/policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Band 6 HWB 1 level 3 HWB 4 level 4</td>
<td>Provides and uses appropriate educational material to support long term complications and transition</td>
<td>Provides and uses appropriate educational material to support long term complications and transition</td>
<td>Sensitive manner</td>
<td>CCLG booklets relating to follow up <a href="http://www.cclg.org.uk">www.cclg.org.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Band 7/8 HWB 1 level 4 HWB 4 level 4 IK 3 level 3</td>
<td>Ability to relate clinical information into lay terms</td>
<td>Provides and uses appropriate educational material to support long term complications and transition</td>
<td>Empowering</td>
<td>Skills for health CS21(2011), CS22 (2011), CS30 (2011)</td>
</tr>
</tbody>
</table>
### Caring for a child or young person undergoing radiotherapy

<table>
<thead>
<tr>
<th>Level</th>
<th>Competence</th>
<th>KSF</th>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
<th>Attitudes and behaviours</th>
<th>Contextual factors</th>
</tr>
</thead>
</table>
| Band 5-8 | Demonstrates an awareness of the issues related to radiotherapy treatment for cancer | Band 5HWB 6 level 1 HWB 7 level 1  
   Band 6HWB 6 level 1 HWB 7 level 1  
   Band 7/8HWB 6 level 1 HWB 7 level 1 | Able to discuss the reasons for radiotherapy in the treatment of a malignancy  
   Able to discuss the most common side effects relating to radiotherapy | Correctly identifies the need for knowledge and information as part of treatment plan  
   Can identify possible sources of information | Understanding  
   Empathic  
   Liaises with others where appropriate  
   Builds and maintains professional relationships  
   Seeks appropriate guidance and support | Local and national guidelines/policies  
   CCLG information  
   Published information |
| Band 5-8 | Demonstrates an ability to support children and families undergoing radiotherapy | Band 5-8HWB 1 level 1 HWB 4 level 2 | Able to enable parents and children to access information regarding radiotherapy  
   Is able to discuss potential effects with children and families  
   Provides and uses appropriate educational material | Ability to relate clinical information into lay terms | Professional approach  
   Sensitive manner  
   Demonstrates a range of effective and appropriate communication skills | Relevant information booklets available on websites eg CCLG, Macmillan  
   Improving outcomes guidance for Children and Young People with Cancer (NICE 2005)  
   Skills for Health CS22 (2011), CS30 (2011) |
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