


## ACCEND framework for enhanced, advanced and consultant practitioners: Mapping to Oxford Brookes CPD modules

Capabilities for ALL the Enhanced, Advanced and Consultant workforce have been included below.

 = Relevant to Advanced and Consultant Practitioners only

 = Relevant to Consultant Practitioners only

Domain A: Person Centred Collaborative Working

Capability 1: Professional Values and behaviours

	Competency and Associated Elements	Enhanced and Advanced Educational Offers	If applicable - Add details of the unit of study/curriculum topic
1.1	Seek and engage with individuals' perspectives on their condition, their preferences for their care, and what is important to them and their carers in terms of treatment goals and outcomes.	<p>Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a></p> <p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p> <p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p> <p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p>	<p>Person-centred care in frailty.</p> <p>Shared clinical decision making.</p> <p>Advanced communication skills.</p> <p>History taking/consultation/patient story, and holistic goals/action planning.</p>
1.2	Demonstrate understanding of the individual and show empathy for the impact of their cancer investigations/diagnosis.	<p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p>	<p>Advanced communication skills.</p> <p>Holistic assessment, psychological impact of diagnosis, communication with empathy.</p>

		Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
1.3	Value and acknowledge the experience and expertise of individuals, their carers and support networks.	Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>  Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>  Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Shared clinical decision making.  Advanced communication skills.  History taking/consultation/patient story, and holistic goals/action planning.
1.4	Use their clinical-reasoning skills to undertake an in-depth assessment of the presenting problem, interpret findings, develop working and differential diagnoses, formulate, communicate, implement and evaluate management plans.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>  Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a>  Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>	History taking, physical assessment, comprehensive management of a range of presenting complaints, safety netting.  Enhanced assessment, physical examination, and formulating an action plan for investigations and referrals.  Holistic clinical reasoning and decision-making.
1.5	Recognise the wider impact that symptoms of cancer, often persistent, can have on individuals, their families and those close to them.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	Patient and family support, managing emotional and physical effects of treatment
1.6	Examine their role in supporting and enabling individuals to lead meaningful lives, whether or not cure or resolution is possible.	Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>  Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Principles of palliative care; ethical, legal and professional frameworks; applications across different cultural and practice settings.  Communication with patients, clients and families.

1.7	Promote and contribute to a consistent and integrated approach throughout the episode of care, focusing on the identified needs of the individual.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a></p>	<p>Advanced history taking, physical assessment, diagnosis, and management plan.</p> <p>Enhanced history taking, physical assessment, and formulating an action plan for investigations and referrals.</p>
1.8	Role model integrated care, support and treatment through forward-planning, working in partnership with individuals, different professionals, teams, diverse communities, a range of organisations including the third sector, and through understanding, respecting and drawing on others' roles and competence.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a></p> <p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p> <p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p>	<p>Advanced history taking, physical assessment, diagnosis, and management plan.</p> <p>Enhanced history taking, physical assessment, and formulating an action plan for investigations and referrals.</p> <p>Role modelling and reflection on communication skills.</p> <p>Advocating for quality improvement; leadership, clinical supervision; well-being of self and team.</p>
1.9	Value collaborative involvement and engage people with cancer to improve and co-produce person-centred, quality services.		
1.10	Adhere to legal, regulatory and ethical requirements, professional codes, and employer protocols.	<p>Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p>	<p>Advanced Practice &amp; the law; legal, ethical and professional implications of autonomous/ advanced practice.</p> <p>Extended &amp; scope of practice in prescribing.</p> <p>Chemotherapy safety standards, consent, cytotoxic handling, and documentation</p>

		<p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p> <p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p> <p>Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a></p>	<p>Research ethics and applications to ethical review boards.</p>
1.11	<p>Adopt a critical approach to ethical uncertainty and risk, working with others to resolve conflict.</p>	<p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p>	<p>Ethical, legal and professional accountability in decision making.</p>
1.12	<p>Demonstrate safe, effective, reflective practice.</p>	<p>Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a></p> <p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p> <p>Oxford Brookes - Diagnostic Reasoning in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice">https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice</a></p> <p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p>	<p>Reflection in advanced practice.</p> <p>Reflective practice in clinical logs; maintaining SACT competency</p> <p>EBP for choice of investigations/tests to support differential diagnoses.</p> <p>Critical reflection of accountability, responsibility and well-being within personal, professional, and ethical frameworks.</p>
1.13	<p>Inform their practice and professional development and remain up to date with the best available evidence through the appropriate use of clinical guidelines and research findings.</p>	<p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p>	<p>Support own and others learning and professional development,</p> <p>Ethical, legal and professional accountability.</p>

		<p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p> <p>Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a></p> <p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p> <p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p>	<p>Data and information for decision making.</p> <p>Use of national SACT and UKONS protocols; evidence-based drug administration.</p>
1.14	Demonstrate accountability for their decisions and actions and the outcomes of their interventions.	<p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p> <p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p>	<p>Evaluating decision-making.</p> <p>Critical reflection of accountability, responsibility and well-being within personal, professional, and ethical frameworks.</p>
1.15	Work effectively as part of a team, using their professional knowledge and skills, and drawing on those of their colleagues.	<p>Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a></p>	<p>Collaborative working in advanced practice.</p>
1.16	Promote person-centred care to meet individuals' best interests and to optimise service delivery.	<p>Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a></p> <p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p>	<p>Person-centred care in frailty.</p> <p>Shared clinical decision making.</p> <p>Advanced communication skills.</p>

		Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	
1.17	Support clinical research to develop cancer practice.	<p>Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a></p> <p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p>	<p>Explore the variety of research methods that are used in health service and practice research.</p> <p>Quality improvement and quality initiatives to enhance patient safety, improve care outcomes.</p>
1.18	Promote, enable and lead research to advance the development of cancer knowledge and practice.		

#### Domain A: Person Centred Collaborative Working

#### Capability 2: Maintaining an ethical approach and fitness to practice/law, ethics and safeguarding

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
2.1	Demonstrate professional practice in own day to day clinical practice.	<p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p>	<p>Professional development and professional accountability, self and others.</p> <p>Emotional intelligence, confidence-building, and refining professional skills, values, and behaviors in leadership.</p>

		Oxford Brookes - Advancing Clinical Leadership: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership">https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership</a>	
2.2	Critically reflect on how own values, attitudes and beliefs might influence own professional behaviour and interactions.	Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a>  Oxford Brookes - Advancing Clinical Leadership: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership">https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership</a>	Reflective practice.  Person centred leadership, personal development and self-awareness.
2.3	Use critical self-awareness of their own values, beliefs, prejudices, assumptions and stereotypes to mitigate the impact of these in how they interact with others.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>  Oxford Brookes - Advancing Clinical Leadership: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership">https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership</a>	Advanced communication skills.  Emotional intelligence, confidence-building, and refining professional skills, values, and behaviors in leadership.
2.4	Identify and act appropriately when own or others' behaviour undermines equality, diversity and human rights.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	Restorative clinical supervision, challenges and barriers.
2.5	Reflect on and address appropriately ethical/moral dilemmas encountered during own work which may impact on care to people affected by cancer. equality, fairness and respect for people and colleagues in day-to-day practice.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>  Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	Patient refusal of treatment or consent withdrawal.  Principles of palliative care; ethical, legal and professional frameworks; cultural sensitivity, assessing physical, social, psychological and spiritual needs

2.6	Keep up to date with mandatory training and/or revalidation requirements, encompassing those requiring evidence related to care for people affected by cancer.		
2.7	Recognise and ensure a balance between professional and personal life that meets work commitments, maintain own health, promote wellbeing and build resilience.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	Professional resilience: Strategies to facilitate personal well-being and physical health.
2.8	Demonstrate insight into any personal health issues and take effective steps to address any health issue or habit that is impacting on own performance.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	Strategies to facilitate personal well-being and physical health.
2.9	Respond promptly and impartially when there are concerns about self or colleagues; take advice from appropriate people and, if necessary, engage in a referral procedure.		
2.10	Promote mechanisms such as complaints, significant events and performance management processes in order to improve peoples' care.		
2.11	Promote mechanisms such as compliments and letters of thanks to acknowledge and promote good practice.		

## Domain A: Person Centred Collaborative Working

### Capability 3: Person Centred Care

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
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3.1	Consistently role model highly developed interpersonal and advanced communication skills to engage in effective, appropriate, enabling and complex interactions with individuals, carers and colleagues in the clinical environments and roles in which they practise.	<p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p> <p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p>	<p>Advanced communication skills.</p> <p>Restorative clinical supervision.</p>
3.2	Use advanced skills in listening and information-processing, alongside empathetic skills to assess, explore and respond to individuals' complex needs and concerns.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p>	<p>Advanced history taking, inviting the patient's story'.</p> <p>Role modelling and reflection on communication skills.</p>
3.3	Select appropriate language and media (including remote consultation such as telephone, skype, sign language, written etc) to facilitate effective communication and interactions with people affected by cancer.	<p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p>	Advanced communication skills.
3.4	Respond sensitively to individual preferences and needs, and uphold and safeguard individuals' interests.	<p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p>	Advanced communication skills.
3.5	Establish and integrate individuals' specific needs, preferences, priorities and circumstances to guide the care and treatment they offer.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acutely-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acutely-well-adult</a></p> <p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p>	<p>History taking, priorities of care, and comprehensive management.</p> <p>Enhanced assessment, individualised action planning.</p> <p>Holistic clinical reasoning and decision-making.</p>

3.6	Demonstrate respect for individuals' expertise in their own life and condition, empower and support them to retain control and to make choices that fit with their goals.	<p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p> <p>Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a></p>	<p>Advanced communication skills.</p> <p>Culture, death and dying; spirituality; culturally sensitive care; the 'good death'.</p>
3.7	Use active listening and facilitation skills to enable individuals to talk about their concerns and priorities relating to their cancer symptoms and implications of its treatment.	<p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p> <p>Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a></p>	<p>Advanced communication skills.</p> <p>Communication specific to the end of life: 'being with' the dying person, talking about dying</p>
3.8	Help individuals and carers to understand their care options, sharing information on the risks, benefits, consequences, and potential outcomes in a clear, open way to support shared decision-making.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p> <p>Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a></p> <p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p>	<p>Treatment choice, consent.</p> <p>Principles of palliative care.</p> <p>Shared clinical decision making.</p>
3.9	Promote value-based decision making, critically evaluating and appropriately applying their knowledge and skills in a person-centred way, challenging predetermined protocols or workplace imperatives where necessary.	<p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p>	<p>Decisions in action.</p>

## Domain A: Person Centred Collaborative Working

### Capability 4: Communication and consultation skills

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
4.1	Actively listen to and communicate effectively with others, recognising that both are an active, two-way process.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Advanced communication skills
4.2	Critically appraise communication strategies and be able to optimise communication approaches appropriately using skills such as active listening e.g. frequent clarifying, paraphrasing and picking up verbal cues such as pace, pauses and voice intonation.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Advanced communication skills.
4.3	Reflect on communication strategies and skilfully adapt those employed to ensure communication strategies foster an environment of person empowerment.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>  Oxford Brookes - Advancing Clinical Leadership: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership">https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership</a>	Advanced communication skills.  Enhanced communication skills and creating a coaching culture, negotiation, influencing skills, de-escalating and safe challenging discussions
4.4	Communicate in ways that build and sustain relationships, seeking, gathering and sharing information appropriately, efficiently and effectively to expedite and integrate people's care.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Advanced communication skills
4.5	Communicate effectively, respectfully and professionally with service users and carers at times of conflicting priorities and opinions.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Advanced communication skills
4.6	Convey information and address issues in ways that avoid jargon and assumptions; respond appropriately to questions and concerns to promote understanding, including use of verbal, written and digital information.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Advanced communication skills.
4.7	Engage with individuals and carers and respond appropriately to questions and concerns about their cancer related symptoms and its impact on their	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a>	Treatment discussions/choice.

	current situation and potentially in the future drawing on practitioners' in depth knowledge of cancer and its effects.	UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
4.8	Autonomously adapt verbal and non-verbal communication styles in ways that are empathetic and responsive to people's communication and language needs, preferences and abilities (including levels of spoken English and health literacy).	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Advanced communication skills
4.9	Communicate effectively with individuals who require additional assistance, such as sensory or cognitive impairments, to ensure an effective interface with a practitioner, including the use of accessible information.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Advanced communication skills
4.10	Evaluate and remedy situations, circumstances or places which make it difficult to communicate effectively (e.g. noisy, distressing environments which may occur during home visits, care home visits or in emergency situations), and have strategies in place to overcome these barriers.		
4.11	Consult in a highly organised and structured way, with professional curiosity as required, whilst understanding the constraints of the time limited nature of consultations and ensure communication is safe and effective.	Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a>  Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a>  Oxford Brookes - Advancing Clinical Leadership: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership">https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership</a>	Consultation and documentation in prescribing.  Enhanced communication skills and creating a coaching culture, negotiation, influencing skills, de-escalating and safe challenging discussions
4.12	Adapt communication approaches to non-face to face situational environments e.g. phone, video, email or remote consultation.	Oxford Brookes - Minor Injury and Illness Management: <a href="https://www.brookes.ac.uk/courses/cpd/minor-injury-and-illness-management">https://www.brookes.ac.uk/courses/cpd/minor-injury-and-illness-management</a>	Session on consultation skills in primary care.
4.13	Contextualise communication approaches to use in group situations.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Advanced communication skills
4.14	Respond to people effectively, respectfully and professionally, including carers and families, especially at times of conflicting priorities and opinions	Oxford Brookes - Advanced Communication and Supportive Relationships:	Advanced communication skills.

	and be able to facilitate shared agenda setting using a triadic consultation approach.	<a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	
4.15	Select effective, situation and patient appropriate history taking and consultation skills drawing on knowledge and expertise in advanced communication skills.	<p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p> <p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p>	<p>Advanced communication skills.</p> <p>Advanced skills in history taking/consultation.</p> <p>Consultation and documentation in prescribing.</p>

## Domain A: Person Centred Collaborative Working

### Capability 5: Personalising the pathway for people living with and affected by cancer

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
5.1	Demonstrate sensitivity to the significance of individuals' background, identity, culture, values and experiences for how their cancer condition impacts on their life, recognising the expertise that individuals bring to managing their own care.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation, discussion of treatment, side effects and scheduling.
5.2	Work with individuals to develop personalised care plans that: <ul style="list-style-type: none"> <li>• reflect their priorities and concerns both now and for the future</li> </ul>	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a>	Coordination before each SACT cycle.

	<ul style="list-style-type: none"> <li>• encourage self-care and self-reporting of significant symptoms, including in an emergency</li> <li>• consider the psychological effects of cancer and strategies to manage this.</li> <li>• incorporate other medical conditions and frailty risk. Consider the risks, benefits and consequences of each available option.</li> </ul>	UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>  Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	Principles of palliative care
5.3	Take account during care planning of the burden of treatment for individuals with cancer and comorbidities, including regular appointments that may also be for the management of their other healthcare needs.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>  Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	Care planning in SACT.  Principles of palliative care
5.4	Use protocols and guidelines to create person-centred individual care pathways and documentation, for example care plans, treatment summaries, late effects surveillance.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT planning, choice, side effects..
5.5	Progress care, recognising that reducing symptoms, restoring and maintaining function and independence, and improving quality of life all form clinical outcomes and meaningful goals of treatment.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	Treatment goals with SACT.
5.6	Recognise and intervene when deviations occur from expected progress, meaning changes may be needed in the care plan, adapting it to the changing needs, such as cancer recurrence or end of life care.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>  Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	Coordination before each SACT cycle.  Palliative and end of life planning.
5.7	Work collaboratively with individuals, their families and the multi-disciplinary team (MDT) to manage complex situations arising from care plans, for example differing perspectives of treatment plans.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a>	SACT care planning.

		<p>UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p> <p>Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a></p>	Communicate in a culturally sensitive manner, assessing physical, social, psychological and spiritual needs
5.8	Coordinate individualised care across sectors and disciplines according to the needs identified in the care plan.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p>	SACT consultation, discussion of treatment, side effects and scheduling.
5.9	Establish processes and ensure physical, psychological and social assessments are incorporated into local care planning systems, for example health promotion, psychosocial adjustment, work and social functioning.		
5.10	Recognise the significance of family, carers and social networks in planning and providing care and the importance of developing partnerships with them, with due regard for the complexity and diversity in family relationships and arrangements.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p>	SACT consultation, discussion of treatment, side effects and scheduling.
5.11	Review and audit care plans to promote evidence-based practice and ensure these reflect current best practice.		
5.12	Evaluate the implications of, and apply in practice, the relevant legislation for meaningful informed consent and shared decision making (for example mental capacity legislation, Fraser Guidelines).		
5.13	Monitor and evaluate services and pathways to ensure these are delivered effectively within own specialty or clinical field to meet the relative risks or complications and complexity of needs.		
5.14	Work with local service providers to develop pathways that facilitate rapid access to services when the need to do so is identified, for example re-entry to acute care services following signs of recurrence.		

## Domain A: Person Centred Collaborative Working

### Capability 6: Helping people make informed choices as they live with or are affected by cancer

1 December 2025

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
6.1	Provide information and advice appropriate to the needs, priorities and concerns of individuals.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation, shared decision making.
6.2	Respond to individuals' descriptions of their needs, preferences and concerns to ensure that care plans meet their goals and needs, managing the changing needs and expectations of patients and their families and ensures care plans reflect the new priorities.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>  Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	SACT consultation, shared decision making.  Palliative care planning.
6.3	Act as an expert resource for other health and care professionals when dealing with complex communication issues, such as when an individual's choices put them at risk.		
6.4	Acknowledge and respect the decisions made by individuals concerning their health and wellbeing in relation to cancer, cancer treatments, survivorship and late effects care.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation, care planning and shared decision making.
6.5	Explain the options, including the benefits and risks, that are available to individuals to enable them to reach their own decisions about their treatment, health and wellbeing and set their own priorities.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT side effects and scheduling.
6.6	Make appropriate decisions to seek help and report concerns to colleagues when an individual's choices place them at risk.		
6.7	Identify factors that can affect an individual's ability to request, organise or access services or assistance and take appropriate action to help them receive the care they require (e.g. knowledge, confidence, physical constraints, social isolation).		

6.8	Provide information and assistance to help individuals access the services and resources they require to implement their decisions.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation, care planning and shared decision making.
6.9	Promote the participation and inclusion of all service users and ensure that potential barriers are reported to the appropriate personnel.		
6.10	Work to ensure that services are inclusive and promotes equal opportunities for access and service provision.		
6.11	Recognise and promote the importance of social networks and communities for people and their carers in managing cancer related symptoms.		
6.12	Collaborate with other providers to promote services to help individuals make informed choices about their health and wellbeing and to develop information (visual, audio, written and non-text based information) and support to ensure individuals receive information appropriate to their needs and at the right time in the pathway.		

#### Domain A: Person Centred Collaborative Working

#### Capability 7: Providing information to support self-management and enable independence for people living with and affected by cancer

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
7.1	Provide written, online and verbal information to individuals about their condition, treatment and services available to support self-care and independence.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation.
7.2	Contribute to the development and evaluation of patient information resources for people living with and affected by cancer.		
7.3	Provide individuals with accessible information to support their intervention plan, for instance, crib sheet/audio visual material of signs and symptoms to be monitored in relation to cancer, cancer treatments, recurrence or likely late effects.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a>	SACT consultation, accessibility of information.

		UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
7.4	Access information from a range of resources and use them to meet the individual needs of service users, translating clinically related topics into language which is understandable both for individuals to self-manage effectively and for the development of patient information.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation, care planning and shared decision making.
7.5	Critically assess written information/websites before recommending them.		
7.6	Evaluate individual's understanding of information, (including written, visual and audio-based information), communicate effectively to correct misunderstandings and explain complex medical terminology in lay terms.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation.
7.7	Direct individuals and family members to local resources, appropriate agencies and information sources, including online information or non-text-based information, on issues that may affect them following cancer treatment, including work and finance matters.		
7.8	Offer guidance and support with accessing appropriate online sources of information.		
7.9	Work with other teams and agencies to develop information and support resources to ensure individual people living with cancer and palliative care needs receive information appropriate to their needs, involving users in information development.		
7.10	Lead and develop support groups for individuals living with and affected by cancer and identifies opportunities/ gaps in the provision of support groups at a local level.		
7.11	Implement and inform local and national initiatives regarding the development of information and support resources.		

## Domain A: Person Centred Collaborative Working

### Capability 8: Multidisciplinary, interagency and partnership working

1 December 2025

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
8.1	Practise within their professional and personal scope of practice and access specialist advice or support for the individual or for themselves when appropriate.	<p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p> <p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a></p>	<p>Decisions in action.</p> <p>Advanced goal setting and action planning.</p> <p>Planning enhanced management.</p>
8.2	Engage in effective inter-professional communication and collaboration with clear documentation to optimise the integrated management of the individual with cancer.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p> <p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p>	<p>SACT consultation/communication.</p> <p>Advanced communication skills.</p>
8.3	Liaise between service users, relatives and carers when making links to members of the multidisciplinary team involved in planning an individual patient's care pathway to optimise interventions.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p>	<p>SACT consultation/communication.</p>
8.4	Act as a key contact with a variety of agencies in relation to current and anticipated needs of individual patients (for example employment, education, financial, exercise services), understanding the contributions of different health, social care and		

	voluntary sector services in meeting holistic care needs (for example financial, vocational, practical and emotional support).		
8.5	Have a knowledge of the range of services available to support people across the care pathway and how to refer/ signpost to them with awareness of when it would be appropriate to refer back to treating centres, including for emergency presentations.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation/communication.
8.6	Coordinate MDT interventions relating to patients with complex care needs after cancer and cancer treatment, working with the MDT and health, social care and voluntary sector agencies care plan, for example ongoing care, discharge and surveillance community care plans.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT therapy.
8.7	Work effectively within and across teams, managing the complexity of transition from one team to another or membership of multiple teams.		
8.8	Work with health, social care and voluntary sector agencies to ensure coordinated care that meets current and anticipated future needs of individuals, for example employment, financial, educational, late effects.		
8.9	Liaise with, signpost to and make referrals to the multidisciplinary team and other health and care professionals across all settings relating to other co-morbidities (for example learning disability, mental health as appropriate for the patient's physical and psychological symptoms).	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation.
8.10	Provide expert advice to other members of the MDT and health, social care and voluntary sector agencies.		
8.11	Actively contribute to the development of services in the MDT understanding the importance of effective team dynamics.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice:	Quality Improvement initiatives and approaches

		<a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	
8.12	Build partnerships with the health, social care, voluntary and independent sectors to promote engagement with cancer services and late effects care.		

### Domain A: Person Centred Collaborative Working

#### Capability 9: Referrals and integrated working to support transitional care for people living with and affected by cancer

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
9.1	Understand the roles that acute, community and primary care services play in supporting people living with and affected by cancer.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT therapy.
9.2	Understand the issues facing individuals as they complete cancer treatment or are discharged from acute hospital follow up.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT therapy.
9.3	Support individuals to develop confidence in their ability to cope with transition points in their care such as on discharge from hospital care to self-managing at home, supporting independence and acts as an advocate as appropriate.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>  Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	SACT therapy.  Palliative care planning.

9.4	Effectively uses the treatment summary and surveillance plan in communication between hospital and primary care services, communicating effectively and working with other health care professionals and services to ensure individuals receive appropriate ongoing cancer care.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT therapy.
9.5	Take an active role in working with others to minimise the occurrence of potential crises, for example inappropriate admission to hospital.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT therapy.
9.6	Provide information and support regarding ongoing late effects surveillance.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT therapy, side effects and scheduling
9.7	Act as a specialist resource for local health, social care and voluntary sector services regarding transitional care.		
9.8	Take a leading role in developing emergency referral pathways and educating the wider multi-disciplinary team on appropriate courses of action.		
9.9	Lead and develop strong partnership working with all key stakeholders in a local area and acts as the expert in this area demonstrating effective communication across complex organisations.		
9.10	Work with other agencies to develop clear pathways and guidelines for the transfer of long-term follow-up to primary services and to different models of follow up care.		
9.11	Lead and evaluate the development of education programmes for staff involved in supporting patients who move across different healthcare settings to affect a safe and effective transfer.		

**Domain B: Assessment, investigations and diagnosis**

**Capability 10: History taking**

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
10.1	Demonstrate an understanding of the Holistic Needs Assessment and Care Plan (HNA) process including the physical and psychosocial components, and its implications for practice; understanding the components which might influence personal choice such as faith, age, culture.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT nurses - baseline and ongoing holistic assessments before each treatment.
10.2	In collaboration with the individual, use the Holistic Needs Assessment and Care Plan to identify and prioritise needs which require support and informs the development of an appropriate personalised plan with defined outcomes.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation, care planning and shared decision making.
10.3	Structure consultations so that the person and/or their carer/family (where applicable) is encouraged to express their ideas, concerns, expectations and understanding.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation, care planning and shared decision making.
10.4	Uses specialist skills and knowledge to carry out screening and clinical assessments, conducting assessments using appropriate standardised, evidence-based screening and assessment tools (examples include, but not limited to: 5 times sit to stand test; 6-minute walk test; cardiopulmonary exercise test; incremental shuttle walk test; MUST; Royal Marsden nutrition screening tool; Patient generated subjective global assessment questionnaire; Patient health questionnaire-9; generalised anxiety disorder assessment (GAD-7); Hospital anxiety and depression scales (anxiety and/ or depression), EORTC QLQ-C-30; Brief fatigue inventory, WHO disability assessment schedule).	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	Frailty assessments (eg CGA)
10.5	Use active listening skills and open questions to effectively engage and facilitate shared agenda setting.	Oxford Brookes - Advanced Communication and Supportive Relationships:	Advanced communication skills.

		<a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	
10.6	Explore and appraise peoples' ideas, concerns and expectations about their symptoms and condition and whether these may act as a driver or form a barrier.		
10.7	Understand and apply a range of consultation models appropriate to the clinical situation and appropriately across physical, mental and psychological presentations.	<p>Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a></p> <p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p>	<p>Advanced communication skills.</p> <p>Advanced skills in history taking/consultation.</p> <p>Consultation in prescribing.</p>
10.8	Be able to undertake general history-taking, and focused history-taking to elicit and assess 'red flags,' acute oncological presentations, reoccurrence, cancer treatment side effects and late effects.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p>	Comprehensive history-taking skills
10.9	Synthesise information, taking account of factors which may include the presenting symptom, existing symptoms, past medical history, genetic predisposition, medications, allergies, risk factors and other determinants of health to establish differential diagnoses.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a></p>	<p>Advanced history taking.</p> <p>Enhanced history taking.</p>

10.10	Incorporate information on the nature of the person's needs preferences and priorities from various other appropriate sources, for example third parties, previous histories and investigations.	Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>	Use of data and information in decision-making
10.11	Assess the impact of individuals' presenting symptoms, including the impairment of function, limitation of activities and restriction on participation, including work.	Oxford Brookes - Minor Injury and Illness Management: <a href="https://www.brookes.ac.uk/courses/cpd/minor-injury-and-illness-management">https://www.brookes.ac.uk/courses/cpd/minor-injury-and-illness-management</a>	History and consultation in primary care.
10.12	Deliver diagnosis and test/investigation results, including bad news, sensitively and appropriately in line with local or national guidance, using a range of mediums including spoken word and diagrams for example to ensure the person has understanding about what has been communicated.	Oxford Brookes - Advanced Communication and Supportive Relationships: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship">https://www.brookes.ac.uk/courses/cpd/advanced-communication-and-supportive-relationship</a>	Advanced communication skills
10.13	Record all pertinent information gathered concisely and accurately for clinical management, and in compliance with local guidance, legal and professional requirements for confidentiality, data protection and information governance.		

## Domain B: Assessment, investigations and diagnosis

### Capability 11: Clinical physical and mental health assessment

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
11.1	Appropriately obtain consent to physical examination, respect and maintain the patient's privacy, dignity (and comfort as far as practicable), and comply with infection prevention and control procedures.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a></p>	<p>Advanced examination</p> <p>Enhanced examination.</p>

11.2	Adapt their practice to meet the needs of different groups and individuals (including those with particular needs such as cognitive impairment or learning disabilities), working with chaperones, where appropriate.	<p>Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a></p> <p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a></p>	<p>Person-centred care in frailty.</p> <p>Impact of LD/MH &amp; history taking Adaptations for those with MH or LD OSCE</p>
11.3	Undertake observational and functional assessments of individuals relevant to their presenting condition to identify and characterise any abnormality.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a></p>	<p>Advanced examination</p> <p>Enhanced examination.</p>
11.4	Apply a range of physical assessment and clinical examination techniques appropriately, systematically and effectively.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a></p>	<p>Advanced examination</p> <p>Enhanced examination.</p>
11.5	Use nationally recognised tools where appropriate to assess peoples' condition and symptoms.	<p>Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a></p> <p>Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acute-well-adult</a></p>	<p>Advanced examination</p> <p>Enhanced examination.</p>
11.6	Perform a mental health assessment appropriate to the needs of the patient and the setting.		
11.7	Assess the psychological, social and emotional needs of cancer patients, their relatives and carers including coming to terms with a cancer diagnosis and potentially a terminal diagnosis.		

11.8	Use knowledge of cancer, its treatment and the risks of late effects complications to ensure assessments are appropriate to individual needs (for example type of cancer, treatment received, age, co-morbidities).		
11.9	Identify, analyse and interpret potentially significant information from the physical and mental health assessment (including any ambiguities) and consider the need for an appropriate and timely referral.		
11.10	Record the information gathered through assessments concisely and accurately, for clinical management and in compliance with local guidance, legal and professional requirements for confidentiality, data protection and information governance.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	Documentation.

## Domain B: Assessment, investigations and diagnosis

### Capability 12: Investigations, diagnosis and care planning

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
12.1	Identify possible differential diagnoses for symptoms using a structured problem-solving method informed by an understanding of probability based on prevalence, incidence and of symptoms to aid decision making.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>  Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>  Oxford Brookes - Diagnostic Reasoning in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice">https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice</a>	Developing differential diagnosis with advanced assessment.  Use of data and information in decision making Scenario focused PBL, and critique of research on diagnostic tools/tests
12.2	Understand the role of risk stratification and the implications for the patient in ongoing surveillance for people living with cancer or for those at increased risk of cancer. This might include the identification of those at risk of increased frailty or those with a hereditary gene mutation.		

12.3	Lead and develop services based on a risk stratified approach to care in collaboration with the wider multidisciplinary team.		
12.4	Assess the importance and meaning of presenting features from the clinical assessment, recognising the different symptoms and conditions commonly seen in first point of contact roles in cancer care.		
12.5	Recognise signs and symptoms requiring a change in the care pathway, for example side effect grading, psychological concerns (such as depression and anxiety) cancer recurrence and end of life care and initiates appropriate interventions.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
12.6	Identify risk factors for severity or impact and use tools where they exist to analyse and stratify risk of progression to long term symptoms and disability.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	CGA assessment
12.7	Assess the impact of cancer diagnosis and treatment on lifestyle and future employment needs and interventions appropriately.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
12.8	Understand the importance 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.	Oxford Brookes - Diagnostic Reasoning in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice">https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice</a>	Scenario-focused Problem based learning
12.9	Formulate a differential diagnosis based on subjective and where available objective data.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Advanced history taking and physical examination
12.10	Exercise clinical judgement and select the most likely diagnosis in relation to all information obtained. This may include the use of time as a diagnostic tool where appropriate.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Advanced history taking and physical examination
12.11	Instigate appropriate investigative tests to aid diagnosis and assessment.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>  Oxford Brookes - Diagnostic Reasoning in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice">https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice</a>	Advanced history taking and physical examination.  Appraise diagnostic tests.

12.12	Demonstrate knowledge of tests and investigations commonly used in cancer care, including rationale for use and normal ranges of results.		
12.13	Develop individualised patient care plans for tests and investigations and initiate them in accordance with guidelines and protocols.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	SACT consultation, care planning and shared decision making.
12.14	Prescribe, initiate, interpret and monitor diagnostic tests and investigations independently according to the individual's clinical need.	Oxford Brookes - Diagnostic Reasoning in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice">https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice</a>	Appraise diagnostic tests.
12.15	Understand and interpret test results and act appropriately, demonstrating an understanding of the indications and limitations of different tests to inform decision-making and the imperative of using scarce, expensive or potentially harmful investigations judiciously.	Oxford Brookes - Diagnostic Reasoning in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice">https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice</a>	Appraise diagnostic tests, investigations, and imaging.
12.16	Provide appropriate explanations to individuals regarding the procedures involved and the reasons for tests and investigations.		
12.17	Ensure the needs of patients with complex needs are met when obtaining consent for tests and investigations, for example learning difficulties, dementia, challenging issues relating to consent.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Adaptations for those with MH or LD.
12.18	Provide support and further explanation to the patient and family after the clinician has discussed test results.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
12.19	Act as an expert resource for other health care professionals when dealing with complex or challenging situations relating to assessment.		
12.20	Discuss findings with cancer specialist teams adopting a shared care template ensuring timely and optimum care.		
12.21	Recognise when a clinical situation is beyond individual capability or competence and escalate appropriately.	Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acutely-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acutely-well-adult</a>	Recognising unwell adult (A-E) and escalating care

12.22	Recognise other common co-morbidities that may be identified during assessment and makes appropriate referrals for ongoing care.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Action planning to include health promotion, referrals etc.
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## Domain C: Condition management, treatment and planning

### Capability 13: Clinical management

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
13.1	Vary the management options responsively according to the circumstances, priorities, needs, preferences, risks and benefits for people with cancer at any point of their condition, with an understanding of local service availability and relevant guidelines and resources.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
13.2	Consider a 'wait and see' approach for a change in condition or symptom where appropriate.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Action planning and safety netting.
13.3	Safely prioritise problems in situations using shared agenda setting where the person presents with multiple issues.		
13.4	Implement shared management/personalised care/support plans in collaboration with people, and where appropriate carers, families and other healthcare professionals.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>  Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>  Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Person-centred care in frailty.  Shared clinical decision making.  History taking/consultation/patient story, and holistic goals/action planning.

13.5	Arrange appropriate follow up that is safe and timely to monitor changes in the person's condition in response to treatment and advice, recognising the indications for a changing clinical picture and the need for escalation or alternative treatment as appropriate.	Oxford Brookes - Minor Injury and Illness Management: <a href="https://www.brookes.ac.uk/courses/cpd/minor-injury-and-illness-management">https://www.brookes.ac.uk/courses/cpd/minor-injury-and-illness-management</a>	Management of presentations
13.6	Evaluate outcomes of care against existing standards and patient outcomes and manage/adjust plans appropriately in line with best available evidence.	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	Clinical audit methods
13.7	Identify when interventions have been successful and complete episodes of care with the person, offering appropriate follow-on advice to ensure people understand what to do if situations/circumstances change.		
13.8	Promote continuity of care as appropriate to the person.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	Best practice frailty specialist teams
13.9	Suggest a variety of follow-up arrangements that are safe and appropriate, whilst also enhancing the person's autonomy.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>  Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>	Person-centred frailty care Ethical issues in decision making
13.10	Ensure safety netting advice is appropriate and the person understands when to seek urgent or routine review.	Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>  Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Opportunities in decision making  Safety netting in action planning.
13.11	Support people who might be classed as frail and work with them utilising best practice.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	Frailty assessment and care
13.12	Recognise, support and proactively manage people who require palliative care and those in their last year of life, extending the support to carers and families as appropriate.	Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	

**Domain C: Condition management, treatment and planning**

**Capability 14: Managing medical and clinical complexity and risk**

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
14.1	Understand the complexities of working with people who have cancer +/- other clinical conditions including physical, psychological, spiritual and psychosocial.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
14.2	Simultaneously proactively manage acute and chronic symptoms experienced by people with a cancer diagnosis, including people with other clinical conditions.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
14.3	Manage both practitioner and peoples' uncertainty.	Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>	Managing uncertainty
14.4	Appropriately support people at risk of or demonstrating signs of acute deterioration, with effective and timely multi-disciplinary team liaison and triage.	Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acutely-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acutely-well-adult</a>	Recognising and managing the unwell adult (A-E)
14.5	Recognise the conflicts that arise when managing people with multiple problems and take steps to adjust care appropriately.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>  Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>	CGA assessment. Complexity in decision making
14.6	Communicate risk effectively to people and involve them appropriately in management strategies and decision making.	Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>	Shared decision making & ethical issues inc. risk
14.7	Promote health among high- risk individuals affected by cancer - focuses on the role of advanced level and consultant level practitioners in the care of high-risk patients who require close monitoring and complex care plans for a variety of reasons such as vulnerability, hard to reach, high risk of recurrence, high risk of treatment complications or experiencing adjustment challenges.		

14.8	Consistently encourage prehabilitation, rehabilitation and, where appropriate, recovery.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	Enablement in frailty care
14.9	Manage situations where care is needed out of hours and understand how to enable the necessary arrangements. This should include clear safety netting and escalation instructions for patients and carers.		
14.10	Identify the need for immediate treatment of oncology-related palliative and urgent care emergencies such as cancer-associated thrombosis, metastatic spinal cord compression, superior vena cava obstruction and hypercalcaemia.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>  Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	
14.11	Support people appropriately and with regard for other care providers involved in their care.		

### Domain C: Condition management, treatment and planning

#### Capability 15: Independent prescribing and pharmacotherapy

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
15.1	Safely prescribe and/or administer therapeutic medications, relevant and appropriate to scope of practice, including an applied understanding of pharmacology which considers relevant physiological and/or pathophysiological changes and allergies.	Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a>  Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a>	Learning log components: Consultation and documentation assessment; Critical analysis.

15.2	Promote shared decision making to support medicine taking and side-effect reporting adherence.	<p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p>	80h of clinical supervision and achievement of RPS competencies.
15.3	Critically analyse polypharmacy, evaluating pharmacological interactions and the impact upon physical and mental well-being and healthcare provision.	<p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p>	Learning log components: Consultation and documentation assessment; Critical analysis
15.4	Keep up-to-date and apply the principles of evidence-based practice, including clinical and cost-effectiveness and associated legal frameworks for prescribing. Follow Royal Pharmaceutical Society Framework guidelines (for example medicines optimisation).	<p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p>	80h of supervised practice. Evidence-based prescribing session.
15.5	Practice in-line with the principles of antibiotic stewardship and antimicrobial resistance using available national resources.	<p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p>	80h of supervised practice. Evidence-based prescribing session. Scenario based learning and management of presentations
15.6	Ensure pharmacological optimisation of co-morbidities following a diagnosis of cancer, pre, during and post treatment of cancer.		

15.7	Appropriately review response to medication, recognising the balance of risks and benefits which may occur. Take account of context including what matters to the person and their experience and impact for them and preferences in the context of their life as well as polypharmacy, multimorbidity, frailty, existing medical issues such as kidney or liver issues and cognitive impairment.	<p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p>	Learning log components: Consultation and documentation assessment; Critical analysis. 80h of clinical supervision.
15.8	Be able to confidently explain and discuss risk and benefit of non-cancer and chemotherapy medication with people using appropriate tools to assist as necessary.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p>	
15.9	Advise people on medicines, including compliance and the expected benefits and limitations and inform them impartially on the advantages and disadvantages in the context of other management options.	<p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p>	Learning log components: Consultation and documentation assessment; Critical analysis.
15.10	Understand a range of options available other than drug prescribing (for example not prescribing, promoting self-care, advising on the purchase of over-the-counter medicines).	<p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p> <p>Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a></p>	RPS competencies achievement. Learning log component: Critical analysis.
15.11	Facilitate, refer to and/or prescribe non-medicinal therapies such as psycho-oncology, lifestyle changes, wellbeing information and support, and social prescribing.	<p>Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a></p>	Enablement in frailty care
15.12	Support people to only take medications they require and deprescribe where appropriate.	<p>Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a></p>	RPS competencies achievement.

		Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a>	
15.13	Support people having pharmacological treatment for cancer including knowledge of and management of side effects and when to seek additional advice. Negotiated work-based learning unit for advanced clinical practice	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
15.14	Maintain accurate, legible and contemporaneous records of medication prescribed and/or administered and advice given in relation to medicine.	Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a>  Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a>	Learning log component: consultation and documentation assessment.

### Domain C: Condition management, treatment and planning

#### Capability 16: Prehabilitation and rehabilitation interventions

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
16.1	Understand how to screen and assess people with cancer for prehabilitation interventions.		
16.2	Understand the importance of prehabilitation interventions at the earliest opportunity from diagnosis and how to implement the elements of effective prehabilitation.		
16.3	Understand the prehabilitation interventions and they can support people with cancer.		

16.4	Understand the role of common rehabilitation interventions for people with cancer.		
16.5	Have an in-depth knowledge of the rationale behind effective prehabilitation and rehabilitation and the role of advanced and consultant level practitioners in leading, designing, delivering services and undertaking research and education in this area of practice.		
16.6	Advise on the expected benefits and limitations of different rehabilitation interventions used in managing the symptoms and side effects of cancer and its treatments providing impartial information and advice on the advantages and disadvantages of specific interventions in the context of other management options.		
16.7	Provide advice on restoring function, including graded return to normal activity, navigation to self-management resources, and modifying activity for limited time periods.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	Enablement in frailty care
16.8	Understand that cognitive, psychological and emotional support are the key to successful rehabilitation.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	Enablement in frailty care
16.9	Understand that some individuals such as those living with disability, mental health issues, multimorbidity and/or frailty may require additional rehabilitation support and that their trajectory of recovery and/ or increased independence may be slower than for others.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	Enablement in frailty care
16.10	Work in partnership with individuals to explore suitability of prehabilitation (universal, targeted and specialist) and rehabilitation interventions, including social prescribing for those requiring universal support, for example referring individuals to a range of local non-clinical services such as community-based physical activity programmes, where appropriate.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>  Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a>  Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a>	Enablement in frailty care.  Learning log components: Critical analysis and RPS competencies achievement.
16.11	Prescribe personal rehabilitation programmes to help individuals enhance, restore and maintain their mobility, function and independence considering the use of digital technology (for	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	Enablement in frailty care.

	example apps and wearables) to support adherence where appropriate.	Oxford Brookes - Independent and Supplementary Prescribing for Nurses and Midwives: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing</a>  Oxford Brookes - Independent and Supplementary Prescribing for AHPs: <a href="https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps">https://www.brookes.ac.uk/courses/cpd/independent-and-supplementary-prescribing-for-ahps</a>	Learning log components: Critical analysis and RPS competencies achievement.
16.12	Refer individuals to highly specialist health and care professionals, for example allied health professionals where this is appropriate to individuals' needs and wishes.		
16.13	If in scope of professional practice, carry out specialist prehabilitation and rehabilitation assessments and treatments.	Oxford Brookes - Care of the Older Person with Frailty: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty">https://www.brookes.ac.uk/courses/cpd/care-of-the-older-person-with-frailty</a>	CGA assessment
16.14	Make recommendations to employers regarding individuals' fitness to work, including through the appropriate use of fit notes and seeking of appropriate occupational health advice.		

### Domain C: Condition management, treatment and planning

#### Capability 17: Promoting self-management and behaviour

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
17.1	Screen and assess the ability, motivation, self-efficacy and activation of individual cancer patients to self-care developing strategies and interventions to enable individuals to optimise their ability to self-manage, evaluating their effectiveness and actions.		
17.2	Understand and use behaviour change techniques such as motivational interviewing and health coaching to facilitate cancer patients to understand the contribution of healthy lifestyle behaviours in promoting and sustaining recovery and well-being prior to, during and after treatment.		

17.3	Teach individuals to carry out self-monitoring and self-care, mentoring them in the process, including recognising symptoms that require further advice/investigation and the pathways available for accessing this care.	<p>Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a></p> <p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p>	<p>Education pillar-advanced practice.</p> <p>Education - supporting self and others.</p>
17.4	Promote the importance of physical activity for general health and advise on what people with cancer related symptoms can and should do.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p>	
17.5	Promote the importance of a healthy diet and nutritional requirements to reduce the impact of cancer-related symptoms	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p>	
17.6	Advise on the effects of smoking, obesity and inactivity in cancer related symptoms and, where appropriate promote change or refer to relevant services.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p>	
17.7	Provide encouragement to individuals attempting to change or adopt new health related behaviours providing positive reinforcement when they are finding it difficult or achieving less than they hoped, supporting development of realistic short and long-term goals.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p> <p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p>	Education - supporting self and others
17.8	Signpost individuals to local services that support healthy living, whilst acknowledging and respecting their individual decision making, applying knowledge of the range of services available to support and guide individuals across the care pathway.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a></p>	
17.9	Involve the family/support network (where appropriate) in supporting self-management and self-care.	<p>Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a></p>	

		UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
17.10	Provide practical and emotional support to encourage individuals to take an active role in communicating with health professionals where this is needed, by supporting and encouraging them to ask questions about what is a priority or concern for them.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
17.11	Recognise social, economic, and environmental factors that influence behaviour, and those that act as barriers and facilitators, providing intervention and/or signposting to inform and motivate individuals to change behaviour.	Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a>	Systems thinking and complexity in decision making.
17.12	Develop and provide services with interventions designed to support behaviour change, using evidenced behaviour change techniques and tailored to the capabilities, opportunities and motivations of service users.		
17.13	Proactively promote the self-care principle at local, national and international forums, supporting other team members to understand models and concepts related to health-related behaviour change and to recognise the 'teachable moment' with supporting theories.		
17.14	Ensure that effective strategies are in place to maximise the opportunities for self-management and supported self-management.		

## Domain C: Condition management, treatment and planning

### Capability 18: Symptom Management

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
18.1	Recognise common symptoms and oncological emergencies.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	

18.2	Assess and recognise treatment-related and disease related symptoms relevant to own area of practice and screen for all these symptoms.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
18.3	Depending on profession, undertake assessment, plan care for and manage treatment-related and disease related symptoms using appropriate evidence-based screening and assessment tools.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Advanced assessment and plan of care.
18.4	Have a knowledge of the presentations of treatment-related and disease related symptoms and the red flags that would necessitate escalation, emergency admission and/or onward referral.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
18.5	Complete referral or monitoring of any interventions given.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
18.6	Report to specialist multi-disciplinary teams concerning progression, deterioration or those with highly specialist need.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>  Oxford Brookes - Enhanced Patient Assessment and Management: <a href="https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acutely-well-adult">https://www.brookes.ac.uk/courses/cpd/care-of-the-deteriorating-or-acutely-well-adult</a>	Referral to specialists in scenario learning.  Recognising deterioration, in simulation

## Domain C: Condition management, treatment and planning

### Capability 19: Late effects

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
19.1	Demonstrate knowledge of symptoms and care interventions for late effects appropriate to own client group/ specialty (for example endocrine, bone health, cardiac toxicity, psychosexual issues, fertility, dental health, early menopause).	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	

19.2	Distinguish between symptoms and intervene to ensure individuals are on the appropriate care pathway, for example treatment related, late effects, recurrence, progression.		
19.3	Use protocols and guidelines to create holistic individual care pathways and documentation, for example care plans, treatment summaries, late effects surveillance.	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
19.4	Provide specialist interventions and advice to support symptom management including complex symptoms arising from cancer, cancer treatment and late effect.		
19.5	Use knowledge of cancer, its treatment and the risks of late effects complications to ensure assessments are appropriate to individual needs (for example type of cancer, treatment received, age, co-morbidities).	Oxford Brookes - SACT Administration and Patient Care: PG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-postgraduate">https://www.brookes.ac.uk/courses/cpd/sact-postgraduate</a> UG: <a href="https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care">https://www.brookes.ac.uk/courses/cpd/sact-administration-and-patient-care</a>	
19.6	Provide information and support to primary care staff regarding ongoing late effects surveillance.	Oxford Brookes - Minor Injury and Illness Management: <a href="https://www.brookes.ac.uk/courses/cpd/minor-injury-and-illness-management">https://www.brookes.ac.uk/courses/cpd/minor-injury-and-illness-management</a>	Primary care assessment and management of presentations.
19.7	Work with other agencies and services to ensure that cancer, late effects and survivorship is fully integrated into the care plans of individuals with new and pre-existing mental health illness.		
19.8	Work with health, social care and voluntary sector agencies to ensure coordinated care that meets current and anticipated future needs of individuals e.g. employment, financial, educational, late effects.		
19.9	Develop systems for documenting symptoms that help to build knowledge about late effects and late effects services.		
19.10	Develop systems for documenting assessment findings that help to increase wider knowledge about cancer, its treatment consequences and survivorship, late effects and care services.		
19.11	Build partnerships with the health, social care, voluntary and independent sectors to promote engagement with cancer services and late effects care.		
19.12	Play a leading role in local, network and national audits of late effects and cancer services.		

## Domain C: Condition management, treatment and planning

### Capability 20: Palliative and End of Life Care

1 December 2025

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
20.1	Take a structured history of a patient presenting with palliative care needs or in the last days of life.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Scenario-based history taking and assessment.
20.2	Undertake appropriate system and symptom assessment and examination.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	Scenario-based history taking and assessment.
20.3	Provide well evidenced differential diagnosis and suggested management plan, to include the use of nonpharmacological interventions.	Oxford Brookes - Advanced History Taking and Assessment: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment">https://www.brookes.ac.uk/courses/cpd/advanced-history-taking-and-assessment</a>	History taking and assessment, diagnoses and action plan.
20.4	Understand and practice within the key legal framework relating to end-of-life care such as: • Advanced Directives • Legal Power of Attorney • Do not resuscitate • Treatment escalation plans.	Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	
20.5	Identify and rationalise any need for additional support for the patient and carer / family, socially, psychologically and medically.	Oxford Brookes - Care at the End of Life: <a href="https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life">https://www.brookes.ac.uk/courses/cpd/care-at-the-end-of-life</a>	
20.6	Identify the need for additional clinical and professional support such as referral, second opinion.		

#### Domain D: Leadership and collaborative practice

#### Capability 21: Leadership, management and organisation

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic

21.1	Be organised with due consideration for people and colleagues, carrying out both clinical and non-clinical aspects of work in a timely manner, demonstrating effective time management within the constraints of the time limited nature of healthcare.	<p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p> <p>Oxford Brookes - Advancing Clinical Leadership: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership">https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership</a></p> <p>Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a></p>	<p>Professional and compassionate clinical leadership, autonomy, belonging and contribution.</p> <p>Leadership pillar-Advanced Practice</p>
21.2	Respond positively when services are under pressure, acting in a responsible and considered way to ensure safe practice.		
21.3	Act appropriately when services deficiencies are identified (for example frequent long waiting times) that have the potential to affect the effective management of individuals' care and condition, including by taking corrective action, where needed.		
21.4	Demonstrate leadership and resilience, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others.	<p>Oxford Brookes - Advancing Clinical Leadership: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership">https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership</a></p> <p>Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a></p>	<p>Advanced practice - leadership pillar.</p> <p>Applied leadership theories.</p>
21.5	Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating concerns that affect people, families, carers, communities and colleagues' safety and wellbeing when necessary. Clarity of roles within teams, to encourage productive working.		
21.6	Demonstrate awareness of policies and procedures relevant to their own area of practice in cancer services and support service developments to improve patient outcomes.		
21.7	Negotiate an individual's scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety.		
21.8	Influence policies for people living with and beyond cancer at local/regional/national level and feed back to own teams and external organisations, services, systems.		

21.9	Demonstrate awareness of the funding, commissioning and development of cancer services to meet local needs.		
21.10	Know the evidence required to influence funding and commissioning of cancer services, including cost, benefits, outcomes and utilisation and how these are used by decision makers.		
21.11	Lead locally on the implementation of national guidance for services for people with cancer.		
21.12	Represent services for people with cancer or own discipline at national and/or network meetings.		
21.13	Regularly apply and lead the development of innovative service models across the pathway.	<p>Oxford Brookes - Advancing Clinical Leadership: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership">https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership</a></p> <p>Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a></p>	<p>Advanced practice - leadership pillar.</p> <p>Applied leadership theories.</p>
21.14	Capture and evaluate the required evidence and work with local enablers (for example departmental manager or general manager) to influence commissioning agendas locally and regionally.		
21.15	Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.		
21.16	Respond to compliments and complaints appropriately, following professional standards and applicable local policy.		
21.17	Actively participate in internal and external reviews for example; significant/serious incident review, peer review, CQC, cancer patient experience surveys and share the learning across services.		
21.18	Engage people within own organisation/network and other key stakeholders in defining own organisation's/ network's direction and committing their energies and expertise to achieving its results.		
21.19	Work collaboratively at a strategic level with local, regional, system and national services/voluntary organisations to engage in short- and long-term strategic planning, peer review and team/service and system evaluation to encourage innovation, facilitate effective change		

and evaluate impact of clinical practice and quality of cancer care and services.		
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## Domain E: Developing evidence-based practice and improving quality

### Capability 22: Research and evidence-based practice

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
22.1	Demonstrate a detailed understanding of the importance of clinical research and evidence-based practice and applies to own area of practice.	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	Clinical research methods
22.2	Access appropriate sources of evidence to support their own practice in cancer and palliative care services (for example journals, literature reviews, research articles, audits, and arts-based practices).	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	
22.3	Understand and utilise the evidence of best practice to inform own practice.	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>  Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	
22.4	Demonstrate an understanding of the principles of clinical research and can explain to service users common terms and concepts in relation to their cancer treatments (for example placebo, randomisation, quantitative and qualitative research, critical appraisal, patient-reported outcomes, informed consent).		
22.5	Demonstrate working knowledge of: • The range of qualitative and quantitative methodologies available and their purpose • The concepts of validity and reliability in relation to the design of data collection, collation and analysis • The processes used to critique a research paper and how to consider the implications for practice.	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	Research methods.  Critique of diagnostic research papers - study methodologies,

		<p>Oxford Brookes - Diagnostic Reasoning in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice">https://www.brookes.ac.uk/courses/cpd/diagnostic-reasoning-in-practice</a></p> <p>Oxford Brookes - Advancing Clinical Decision-Making: <a href="https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making">https://www.brookes.ac.uk/courses/cpd/advanced-clinical-decision-making</a></p>	<p>methods and interpretation of statistical outcomes/findings.</p> <p>Data and information in decision-making</p>
22.6	Use specialist knowledge to contribute to the development of evidence-based policies and procedures.	<p>Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a></p> <p>Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a></p>	QI proposal
22.7	Contribute data to systems to be used for research, audit or service evaluation and understands own contribution to these processes.	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	Sessions on service evaluation and audit
22.8	Understand the ethical and legal issues around data collection and information handling, including confidentiality, consent, data protection and storage.	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	Ethics session
22.9	Work to advance the development of a research strategy for cancer, including prehabilitation, palliative care and/ or living with cancer and lead their own or collaborative research projects.	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	Devising their own research question and project
22.10	Apply a range of quality assurance and research methodologies, selecting and applying rigorous and systematic methods, to evaluate own and other clinical practice, disseminating and using the findings to identify strategies to improve/enhance/innovate in cancer care and services.		
22.11	Apply principles of ethical good clinical practice in relation to research, audit and service evaluation (for example working within local governance systems and policies, informed consent and confidentiality).	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	Sessions on service evaluation and audit
22.12	Ensure that systems are in place to guarantee that project design and data management and dissemination meet ethical practice standards.	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	Ethics session
22.13	Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way. This may involve acting as an educator, leader,	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>	Devising their own research question and project

	innovator and contributor to research activity and/or seeking out and applying for research funding.		
22.14	Proactively network to develop and facilitate collaborative links with specialist cancer services and active researchers in academic and clinical settings to identify potential for further research in cancer care and opportunities to apply for funding, disseminate research and quality improvement through relevant media and fora.		
22.15	Formulate and implement strategies to act on learning from a range of sources (audit, service user feedback, research, policy) and knowledge of the funding of cancer care services in the NHS and third sector to make improvements, influence and lead new practice and service/system redesign solutions to reduce variation, promote access to underserved communities and enhance quality in response to feedback, evaluation and need.		

## Domain F: Quality Improvement

### Capability 23: Service evaluation and quality improvement

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
23.1	Initiate, lead and guide investigation and review of services and subjects relating to people living with and affected by cancer symptom management.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	QI proposal
23.2	Demonstrate the impact of advanced and consultant level clinical practice on service function and effectiveness, and quality (that is outcomes of care, experience and safety).	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	QI initiatives and the approaches/ models used. QI priorities, local, national.

23.3	Assist with service evaluations and audits of key aspects of own and shared practice, for example patient satisfaction, local service standards.	Oxford Brookes - Applied Research Methods: <a href="https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice">https://www.brookes.ac.uk/courses/cpd/applied-research-methods-for-advanced-practice</a>  Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	Devising their own research question and project (SE/audit)
23.4	Instigate developing practice in response to changing population health need, engaging in horizon scanning for future developments and to add value (for example impacts of genomics, new treatments and changing social challenges).		
23.4	Procure services that continually improve the pathway for people and supports lifestyle choices and future employment needs where applicable.		
23.5	Identify areas of the current service that could be developed including identification of the gaps and potential opportunities.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	QI proposal
23.6	Collect data required for service evaluations, audits or research in services for people living with and affected by cancer.	Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	Undertaking service evaluation/audit.
23.7	Develop systems for measuring outcomes for individuals, groups and services that enable accurate and meaningful reviews of progress and services.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	QI proposal
23.8	Actively involve a range of service users in evaluating services, applying the principles of equality, diversity and anti-discriminatory practice and actively promotes cancer related research projects.		
23.9	Interpret and summarise data relating to individuals, groups of patients and local cancer services to create information and knowledge that can influence the clinical trajectory (that is, to recognise the need to commence palliative care or end of life	Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	Undertaking service evaluation/audit.

	services, service delivery and/or affect small scale service improvement).		
23.10	Evaluate the effectiveness of screening and assessment tools and guidelines used locally, nationally and internationally, as well as own data produced in terms of impact on patient outcomes and services and outcome measures linked to key drivers and evidence-based practice.	Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	Undertaking service evaluation/audit.
23.11	Critically evaluate local and national service change in similar cancer/palliative care services comparing the data and knowledge generated against own services to inform business cases and commissioning opportunities.		
23.12	Use data supported information to drive both small- and large-scale service improvement and local research programme development.	Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	Undertaking service evaluation/audit.
23.13	Work with individuals and groups who are considered to be at high-risk due to their cancer experience and groups of service users to promote their inclusion in the development and review of services for people living with and beyond cancer and leads on delegated projects.		
23.14	Ensure and monitor that own and local services meet the wide range of needs of people living with a cancer diagnosis from prehabilitation to living well (health promotion), to active surveillance and complex symptom management.		
23.15	Set up monitoring to ensure that regional and network services meet the wide range of needs of people living with a cancer diagnosis from prehabilitation to living well (health promotion), to active surveillance and complex symptom management and lead on innovations in service delivery.		
23.16	Contribute to the development and completion of peer review, service review, audits and research within local services.	Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	Undertaking service evaluation/audit.
23.17	Establish the development and completion of peer review, service review, audits and research within local/ regional services evaluating and presenting findings to inform strategic service developments.		Devising their own research question and project

Domain G: Educating and developing self and others

Capability 24: Education

	Competency and Associated Elements	Brookes Module	If applicable - Add details of the unit of study/curriculum topic
24.1	Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of clinical practice.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	Restorative clinical supervision. Education through professional development
24.2	Engage in self-directed learning, critically reflecting on practice to maximise advanced clinical skills and knowledge, as well as own potential to lead and develop both care and services locally and regionally.		
24.3	Plan, engage in and record learning and development relevant to their role and in fulfilment of professional, regulatory and employment requirements.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>  Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a>	Education through professional development.  Education pillar - advanced practice
24.4	Advocate for and contribute to a culture of organisational learning to inspire future and existing staff.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>  Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a>	Advocating and Educating for Quality Improvement
24.5	Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others, actively facilitating the development of others.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>	Advocating and Educating for Quality Improvement

		Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>  Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a>	
24.6	Establish, deliver and evaluate teaching/learning and development opportunities for the workforce providing general and specialist cancer care in a range of settings, including supervising and assessing those on clinical placements.		
24.7	Contribute to curriculum development and delivery of cancer and/or palliative care modules/programmes at undergraduate and postgraduate level with education providers.		
24.8	Instigate, promote and utilise clinical supervision for self and other members of the healthcare team to support and facilitate professional development.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>	Restorative clinical supervision
24.9	Lead learning and development needs analyses to inform commissioning to build capacity and capability of the workforce providing care to people affected by cancer through work-based and interprofessional learning, and accredited modules and courses.	Oxford Brookes - Professional Nurse Advocate: <a href="https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate">https://www.brookes.ac.uk/courses/cpd/professional-nurse-advocate</a>  Oxford Brookes - Advocacy and Education for Quality Improvement in Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement">https://www.brookes.ac.uk/courses/cpd/advocacy-and-education-for-quality-improvement</a>  Oxford Brookes- Advancing Professional Practice: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice">https://www.brookes.ac.uk/courses/cpd/advancing-professional-practice</a>  Oxford Brookes - Advancing Clinical Leadership: <a href="https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership">https://www.brookes.ac.uk/courses/cpd/advancing-clinical-leadership</a>	Professional and compassionate clinical leadership.  Leadership pillar - advanced practice.  Leadership theory, personal development and self-awareness.
24.10	Disseminate and explain the findings best practice research, improvement projects and data through appropriate media, using language and terminology appropriate to the intended audience (for example service users, multi-disciplinary teams, network meeting).	Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	Presentation of project.
24.11	Establish opportunities to collaborate with those involved in providing services for people with cancer to generate ideas for spread and		

	adoption of good practice, research, audits, service reviews and journal clubs.		
24.12	Support other staff in the implementation of services for people with cancer.		
24.13	Promote awareness and implementation of national guidance for rehabilitation relating to cancer, palliative care and end of life care, for example exercise and bone metastases guidance.		
24.14	Promote the availability of local, regional and national cancer/palliative care learning opportunities within own service/system and foster links and placements for pre-registration learners and trainees, and the supportive, assistive and registered workforce to facilitate achievement of core cancer learning outcomes and capabilities in practice.		
24.15	Write for publication and present at local and national conferences on own specialty/practice.	Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	Writing for publication session Promotion of attendance at AP conferences
24.16	In collaboration with clinical, research and academic partners, disseminate research/knowledge exchange and innovation activities through presentations at national and international conferences and writing for publication.	Oxford Brookes - Dissertation in Advanced Practice (part of MSc): <a href="https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice">https://www.brookes.ac.uk/courses/cpd/dissertation-in-advanced-practice</a>	Writing for publication session Promotion of attendance at AP conferences
24.17	Develop relationships with other agencies to promote research and enterprise, build partnerships to improve experiences and services for people living with and affected by cancer.		
24.18	Engage in research supervision as member of supervisory teams for health and social care students/staff undertaking research.		
24.19	Recognise people as a source of learning, in their stories, experiences and perspectives, and as peers to co-design and co-deliver educational opportunities. Appraise and respond to learning/information needs of individuals, families, carers and communities delivering informal learning opportunities and formal/structured education and training to people with cancer, their families and carers to promote self-care, support health literacy and empower participation in decision-making about aspects of their care, management and treatment.		

24.20	Critically analyse and instigate the development of the workplace/system as a learning environment to enhance the knowledge, skills and capabilities of health and care colleagues to deliver evidence-based generalist and specialist cancer care, evaluating the impact and application of learning to clinical practice, patient and service outcomes.		
24.21	Set up, procure or instigate business case to develop members of the wider multi-professional specialist cancer team as educators, supervisors and assessors for the workforce providing general and specialist cancer care.		