

Working with Individuals with Cancer, their Families and Carers

Continuing Development Framework for Healthcare Support Workers



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This framework was developed in partnership with Macmillan Cancer Support.

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1 INTRODUCTION

Cancer remains a national clinical priority (Scottish Government, 2008). It continues to be a major cause of morbidity and mortality in the population of Scotland, with incidence continuing to rise (Scottish Executive, 2001; 2004). Between 2016 and 2020 it is predicted that the number of new cases of cancer per year in Scotland will rise to almost 35,000 (Scottish Government, 2008).

Demographic changes show increasing numbers of older individuals in the population. By 2031, 26.6% of the population will consist of individuals over 65 years, with those over 80 comprising 8.2%. This ageing population profile points not only to an increasing incidence of cancer, but also to an increase in cancer in individuals who will also be living with other chronic conditions. Healthcare services will need to respond creatively to the needs of this population, delivering care closer to home, reducing inequalities and sustaining and improving health across diverse communities (Scottish Government, 2007).

Cancer is often considered to be a life-limiting illness but is increasingly viewed as a long-term condition. Involving individuals with cancer, their families and carers in their care and developing self-care and rehabilitation processes is viewed as a crucial component in developing future services (Scottish Executive, 2005a; 2006; 2006a).

The contribution of nursing to the delivery of care for individuals with cancer, their families and carers continues to be recognised and valued throughout the cancer experience (Scottish Executive, 2004). Nurses and healthcare support workers (HCSWs) provide care for individuals with cancer, their families and carers in a variety of settings, including in their homes, in the community, in care homes, in general hospital wards and outpatient settings, in cancer units, in specialist cancer centres and in palliative care units. Cancer care is provided by a range of nurses and healthcare support workers at all levels working across different service environments as members of multi-professional teams.

Since the publication of *Cancer in Scotland: Action for Change* (Scottish Executive, 2001), there has been considerable development and investment in cancer services, and *Better Cancer Care* (Scottish Government, 2008) will continue to build on this progress. The contribution and future development of nursing in caring for individuals with cancer, their families and carers was outlined in *Nursing People with Cancer in Scotland: a Framework* (Scottish Executive, 2004), which called for a competency framework to support nurses' continuing professional development and education in cancer care. NHS Education for Scotland (NES) subsequently published *Working with Individuals with Cancer, their Families and Carers: Professional Development Framework for Nurses and Allied Health Professionals. Core Level* (NES, 2007). This framework document, addressing the needs of HCSWs, has been developed from the core level framework.

With health services and professional roles changing rapidly, there is a need for all healthcare workers to be flexible and adaptable. A plethora of HCSW roles exist across NHSScotland at differing levels and with different responsibilities and expectations. Determining competencies for a particular role and level is therefore difficult. Similarly, it is difficult to change education quickly to reflect changes occurring within health services (Price, 2004). The diversity of developing roles has added to the challenges of constructing this framework. However, a capability framework facilitates flexibility and adaptability in education and training, allowing practitioners to develop to meet the future demands of healthcare delivery (Price, 2004). The development of a capability framework for HCSWs who work with individuals with cancer, their families and carers recognises the important role of these workers in the delivery of care.

Healthcare support workers in NHSScotland

Healthcare support workers are valued members of the healthcare team. The term 'healthcare support worker' refers to a range of roles at different levels across services in NHSScotland. This document has been developed for clinical healthcare support workers caring for individuals with cancer, their families and carers. It is consistent with the 'Healthcare support worker toolkit' being developed by the Scottish Government Health Directorate and NHS Education for Scotland. This toolkit will provide a national resource to support HCSW development.

The Code of Conduct for Healthcare Support Workers (Scottish Executive, 2006b) and *Induction Standards for Healthcare Support Workers* (Scottish Executive, 2006c) (see Appendix 1) provide the foundation level for all HCSWs employed in NHSScotland. As a fundamental requirement for working with members of the public, all HCSWs should achieve the induction standards (see Appendix 1). This will lay the foundations for embarking on this continuing development framework for healthcare support workers working with individuals with cancer, their families and carers.

Three levels of clinical HCSW are identified in line with the Careers Framework for Health (Skills for Health, 2006) and the revised Scottish Government guidance on the careers framework (2009):

- Health Care Support Worker (Level 2)
- Senior Health Care Support Worker (Level 3)
- Assistant Practitioner (Level 4).

2 INTRODUCTION TO THE FRAMEWORK

This capability framework document details practice learning outcomes and indicative key content that would be required in education and work-based learning programmes for healthcare support workers, senior healthcare support workers and assistant practitioners.

This is one of three documents which together provide a comprehensive continuing development framework for nurses and healthcare support workers working with individuals with cancer, their families and carers. The other two documents are:

- *Working with Individuals with Cancer, their Families and Carers: Professional Development Framework for Nurses and Allied Health Professionals: Core Level* (NES, 2007); and
- *Working with Individuals with Cancer, their Families and Carers: Professional Development Framework for Nurses. Specialist and Advanced Levels* (NES, 2008)

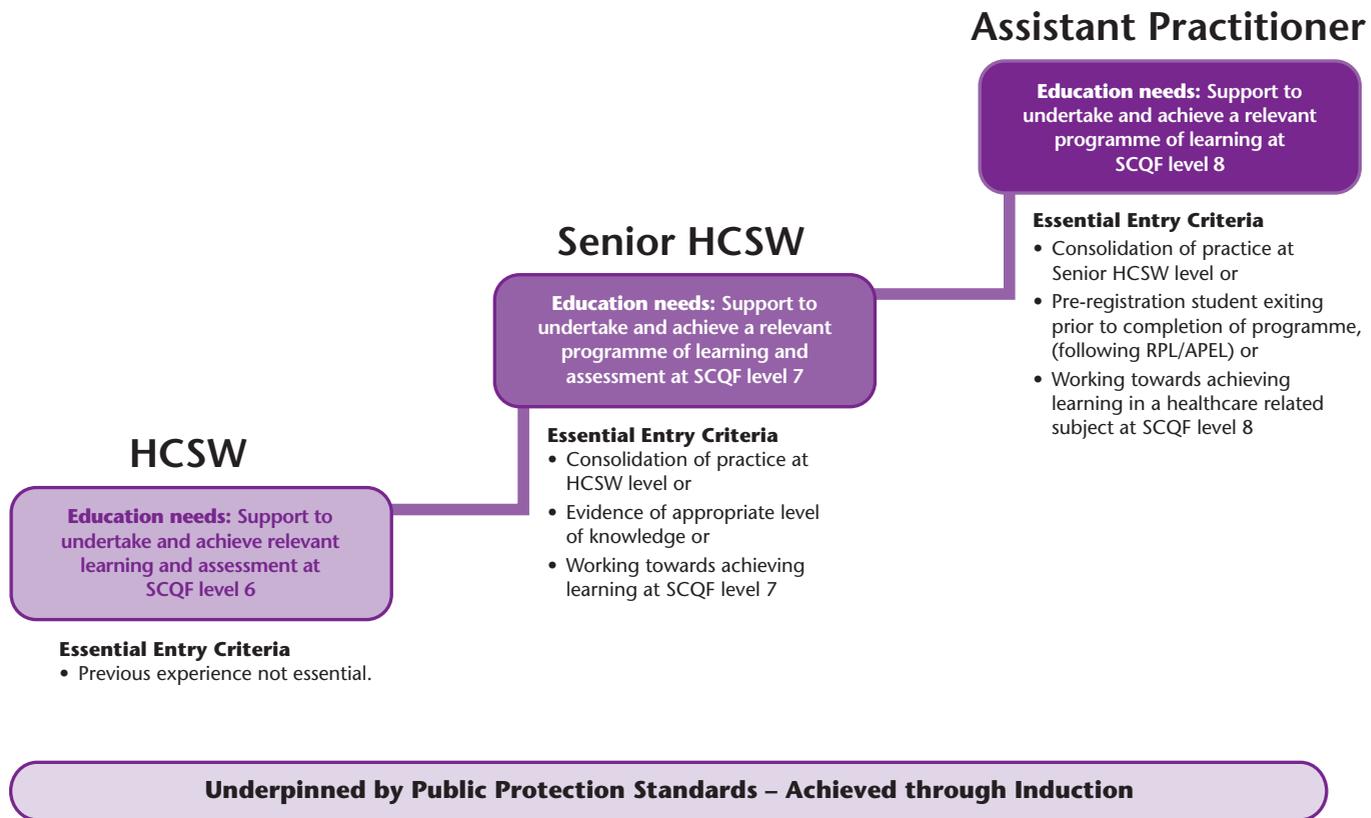
This document is primarily aimed at healthcare support workers in nursing who work with individuals with cancer, their families and carers. Healthcare support workers in nursing work under the supervision of a Registered Nurse. It is the responsibility of Registered Nurses to delegate effectively (Nursing and Midwifery Council, 2008) by:

- establishing that any individual to whom they delegate a task is able to carry out his or her instructions
- confirming that the outcome of any delegated task meets required standards
- ensuring that everyone for whom they are professionally responsible is supervised and supported.

Elements of this framework may also be relevant to healthcare support workers working with allied health professionals. The framework focuses on the care of adults with cancer. Palliative care is an integral part of cancer care and the principles are integrated into all aspects of the framework.

Guidance on education and training for healthcare support workers in NHSScotland is shown in Figure 1 (NES, 2009). This approach has been developed following wide consultation with stakeholders across Scotland.

Figure 1 **Guidance on Education and Training for Healthcare Support Workers in NHSScotland**



3 DEVELOPING THE CAPABILITY FRAMEWORK

This continuing development framework is based on the concept of capability. It is informed by and has been adapted from previous work undertaken by the Sainsbury Centre for Mental Health (2001), the Department of Health (2004) and the Combined Sheffield Universities Interprofessional Learning Unit (2004).

Capability is associated with facilitating the continuing development of practitioners' ability and potential and is an essential element of lifelong learning and personal and professional development. It differs from competence in that:

- **competence** describes what individuals know or are able to do in terms of knowledge, skills and attitudes at a particular point in time; while
- **capability** describes the extent to which an individual can apply, adapt and synthesise new knowledge from experience and continue to improve his or her performance (Fraser & Greenhalgh, 2001).

A further definition is provided by Stephenson (1998), who states that capability is:

“an integration of knowledge, skills, personal qualities and understanding used appropriately and effectively – not just in familiar and highly focused specialist contexts but in response to new and changing circumstances.”

It has been argued, however, that competencies do not take into account *complexity* (Wilson & Holt, 2001), and that effective practitioners need more than a prescribed set of competencies to carry out their roles effectively (Sainsbury Centre for Mental Health, 2001).

Capability frameworks focus on:

- realising individuals' full potential
- developing the ability to adapt and apply knowledge and skills
- learning from experience
- envisaging the future and contributing to making it happen.

These elements are part of continuing development, lifelong learning and personal development goals, each of which is vital to current and future healthcare practitioners.

A capability approach fits well with the NHS Knowledge and Skills Framework (NHS KSF) (Scottish Executive, 2004b), the overarching framework for reviewing the development of most staff groups in the NHS, as part of the Agenda for Change agreement. The NHS KSF defines and describes the knowledge and skills that staff need to apply in practice to deliver quality services and the review process is the means for providing evidence of continuing capability.

Capabilities incorporate several components (Sainsbury Centre for Mental Health, 2001):

- a performance component – identifies what individuals need to possess and what they need to achieve in the workplace
- an ethical component – concerned with integrating knowledge of culture, values and social awareness into professional practice
- a component that emphasises reflective practice in action
- the capability to effectively implement evidence-based interventions in the changing context of health services
- a commitment to working with new models of professional practice and accepting responsibility for lifelong learning.

A capability framework is a broad outline of what practitioners should be able to do in practice. Capability frameworks are usually supported by discipline-specific competency frameworks detailing the level of expertise required. This framework incorporates practice learning outcomes to detail what practitioners should be able to achieve and to capture the notion of capability as current competence combined with the development of future potential competence.

4 THE TEN ESSENTIAL SHARED CAPABILITIES

The Ten Essential Shared Capabilities (Department of Health, 2004) have been adapted for cancer care and to reflect the core values of nursing, midwifery and the allied health professions described in *Delivering Care, Enabling Health* (Scottish Executive, 2006). It is anticipated that the capabilities will be appropriate for practitioners working with individuals with cancer, their families and carers at all levels of the continuing development framework.

Essential Capabilities for Cancer Care

There is no implied ranking of importance according to the order in which they are presented – all are equally important.

Practitioners working with individuals with cancer, their families and carers as part of multi-professional teams are expected to develop their ability in the following areas.

- 1. Working in partnership.** Developing and maintaining constructive working relationships with individuals with cancer, their families and carers and multi-professional colleagues to design, deliver and evaluate care and treatment across organisational, geographical and professional boundaries.
- 2. Respecting diversity.** Providing care and treatment in ways that respect and value diversity in, for example, age, race, culture, disability, gender, spirituality and sexuality.
- 3. Practising ethically.** Recognising the rights of individuals with cancer, their families and carers, and providing information to increase understanding, inform choices and support decision making. Providing care and treatment based on professional, legal and ethical codes of practice.
- 4. Challenging inequality.** Identifying where care could be improved and devising solutions to ensure individuals with cancer, their families and carers have access to the best-quality care, irrespective of the type and stage of cancer, their personal circumstances or geographical location.

5. Identifying the needs of individuals with cancer, their families and carers. Working in partnership to identify health, well-being and social care needs of individuals, their families and carers.

6. Providing safe and responsive patient-centred care. Providing safe, effective and responsive care and interventions that meet the identified holistic needs of individuals with cancer, their families and carers within the parameters of the role and in accordance with professional codes of conduct and clinical governance.

7. Promoting best practice. Continually reviewing and evaluating to ensure best quality, evidence-based, values-based care designed to meet the individual needs of individuals with cancer, their families and carers is offered.

8. Promoting rehabilitation approaches. Recognising the relevance of rehabilitation for all individuals with cancer at all stages of disease and treatment. Working in partnership with individuals, their families and carers and multi-professional colleagues to set realistic goals, foster hope and develop and evaluate realistic, sustainable programmes of rehabilitation that emphasise self care.

9. Promoting self care and empowerment. Taking active steps to work with, involve and support individuals in addressing their own healthcare needs, maximising their potential within the limits of their illness and enabling them to live as independently as possible.

10. Pursuing personal development and learning. Keeping up to date with changes in practice, seeking opportunities to extend knowledge, skills and experience and participating in lifelong learning activity. Pursuing personal and professional development for self and others through supervision and reflection in and on practice.

Communication is not identified as an essential capability but is recognised as key to all aspects of healthcare and is integrated into all aspects of the framework.

5 STRUCTURE AND USE OF THE FRAMEWORK

This framework was developed in partnership with a wide range of healthcare support workers, senior healthcare support workers, assistant practitioners, nurses, managers and educationalists working with individuals with cancer, their families and carers.

An initial workshop was held for stakeholders in Perth on 27 November 2007 to discuss the potential areas for future HCSW role development in cancer care, capabilities and education and training. A draft framework was developed and wide consultation undertaken with relevant stakeholders, during which the framework was examined and amended. This process was overseen and approved by a national steering group (see Appendix 2 for membership).

The framework is presented under five domains, which encompass the Ten Essential Capabilities for Cancer Care:

- Knowledge for Practice
- The Multi-professional Approach
- Practising Ethically
- Care and Intervention
- Personal, Professional and Service Development.

Knowledge for Practice is the foundation of effective practice. The capability of a practitioner would involve the interplay between knowledge and the practical application of cancer care skills.

Practising Ethically makes assumptions about the values and attitudes needed to practice with individuals with cancer, their families and carers.

Multi-professional Approach describes the capabilities required to work effectively in partnership with individuals with cancer, their families and carers, multi-professional and multi-agency teams.

Care and Intervention are capabilities specific to evidence-based biological/ psychosocial approaches to cancer care.

Personal, Professional and Service Development includes keeping up to date with changes in practice and participating in lifelong learning and personal and professional development for self and colleagues through supervision, appraisal and reflective practice (Department of Health, 2007). Service development includes development of the quality, efficiency and effectiveness of the service.

Each of the domains contains:

- **capabilities** – broad statements of intent
- **practice learning outcomes** – detailing the knowledge, skills, attitudes and behaviours professionals should be capable of demonstrating in practice
- **key content** – depicting an outline knowledge base required to achieve practice learning outcomes
- **indicative KSF links.**

Use of the framework

The framework can be used in the following ways.

- **For self assessment and planning personal development** – HCSWs can use this continuing development framework to help them develop their career in relation to furthering their education and developing their skills in their current roles. It is anticipated that those using the framework for continuing development purposes would be supported and guided by an experienced mentor. A portfolio of evidence could be one way in which they could demonstrate their learning.
- **To develop services and teams** – managers can use the continuing development framework to support, guide and facilitate staff development through PDP. It will also support initiatives to develop new roles to meet service need.
- **As a guide to developing education and training** – managers and education providers can use the continuing development framework to assist in identifying training needs and learning opportunities, which may include developing work-based learning, short courses, study days, online learning or accredited programmes of study.

6 FRAMEWORK DOMAINS

Domain 1 Knowledge for Practice

Capability 1.1 The healthcare support worker continually develops and updates his or her knowledge of caring for individuals with cancer, their families and carers to participate in the delivery of effective evidence-based care.

Practice learning outcome		HCSW	SSW	AP	Indicative KSF links	Key content
1.1.1	Knows how to access relevant local policies/guidelines and utilises them in their practice.	✓	✓	✓	C5	Local policies/guidelines relevant to cancer care
1.1.2	Shows awareness of risk factors of cancer.	✓	✓	✓	HWB5	Common risk factors
1.1.2a	Shows awareness of signs and symptoms that raise concern and directs individuals and carers to senior colleagues.		✓	✓	HWB5	Concerning signs and symptoms
1.1.3	Shows awareness of initial investigations used in cancer care.	✓	✓	✓	HWB5	Investigations
1.1.3a	Shows awareness of specialist investigations used in own area of practice.		✓	✓	HWB5	Specialist investigations
1.1.3b	Can discuss diagnosis and staging of cancers in own area of practice.			✓	HWB5	Diagnostic and staging processes
1.1.4	Shows awareness of common treatments used in cancer care.	✓	✓	✓	HWB5	Common treatments used in cancer and terminology
1.1.4a	Shows awareness of treatment principles used in cancer commonly encountered in own area of practice.		✓	✓	HWB5	Principles of treatment: surgery, chemotherapy and radiotherapy
1.1.4b	Can describe treatment intent within own area of practice.			✓	HWB5	Curative, adjuvant, palliative treatment intent
1.1.5	Can describe key features of disease processes and the care and treatment associated with cancers commonly encountered in own area of practice.			✓	HWB5	Underpinning anatomy and physiology Disease process Natural history of common cancers

Domain 2 The Multi-professional Approach

Capability 2.1 The healthcare support worker actively contributes to a team approach within the multi-professional and multi-agency context of care, ensuring effective communication, continuity and consistency of patient-focused care within and across care settings.

Practice learning outcome		HCSW	SSW	AP	Indicative KSF links	Key content
2.1.1	Understands the importance of effective team working and is aware of the role of, and services provided by, the multi-professional and multi-agency team.	✓	✓	✓	C5 HWB5	Roles and responsibilities of the multi-professional team and multi-agency team Team working
2.1.2	Shows awareness of their own role and contribution to effective team working.	✓	✓	✓	C5 HWB5	
2.1.3	Demonstrates awareness of the importance of communication with all members of multi-professional team and provides accurate and relevant information to senior colleagues.	✓	✓	✓	C1	
2.1.4	Recognises, respects and values the contributions of others within the multi-professional team, and communicates in a sensitive, responsive and non-judgemental way.	✓	✓	✓	C1	Communication skills
2.1.5	Contributes to multi-professional team discussions and reviews where appropriate and within the parameters of his or her role.	✓	✓	✓	C1 C5	
2.1.6	Seeks advice/support from members of the multi-professional team within own area of practice as required.	✓	✓	✓	C1 C5	
2.1.6a	Recognises where referral to another member of the multi-professional or multi-agency team may benefit the individual with cancer, their family or carers and discusses with senior colleagues.		✓	✓	C1	Referral criteria process Local pathways of care

Domain 3 Practising Ethically

Capability 3.1 The healthcare support worker has an awareness of cultural, diversity and ethical aspects of care and uses this to support interactions with individuals with cancer, their families and carers.

Practice learning outcome		HCSW	SSW	AP	Indicative KSF links	Key content
3.1.1	Is aware of own values and beliefs and respects different values and beliefs of others.	✓	✓	✓	C2 C6	Attitudes to cancer Values and beliefs systems Cultural and diversity issues Spirituality
3.1.2	Consistently shows respect for the views, values and beliefs of others when engaging with individuals with cancer, their families and carers.	✓	✓	✓	C6	
3.1.3	Involves individuals with cancer, their families and carers as partners in care.	✓	✓	✓	C1 HWB5	
3.1.4	Recognises and respects individual choice and decision-making processes in caring for individuals with cancer, their families and carers.	✓	✓	✓	C1 HWB5	Decision making Informed consent Choice
3.1.5	Shares information with the nursing team about individuals' preferences and choices regarding their care.	✓	✓	✓	C1	
3.1.6	Works within the Code of Conduct for Healthcare Support Workers and recognises his or her own limitations within area of practice.	✓	✓	✓	C5	Healthcare Support Workers Code of Conduct Confidentiality
3.1.7	Demonstrates awareness that cancer care may have ethical implications for individuals, their families and carers.		✓	✓	C6	Ethical and legal considerations

Domain 4 Care and Intervention

Capability 4.1 The healthcare support worker develops his or her knowledge and understanding of the potential impact of cancer and its treatment to contribute to the assessment of the holistic needs of individuals with cancer, their families and carers and to provide evidence-based care.

Practice learning outcome		HCSW	SSW	AP	Indicative KSF links	Key content
4.1.1	Contributes to the delivery of consistent, safe and effective care and treatment of the individual with cancer with the supervision and support of the registered nurse and within boundaries of role.	✓	✓	✓	C5 HWB5	Care plans
4.1.1a	Plans and prioritises own workload to contribute to the delivery of consistent, safe and effective care and treatment of the individual with cancer with the supervision and support of the registered nurse and within boundaries of role.		✓	✓	C5 HWB5	Prioritising care
4.1.2	Demonstrates awareness of the potential and actual impact of cancer on the individual's physical, emotional, social and spiritual well-being across all stages of the patient pathway.	✓	✓	✓	C1	Impact of cancer on the individual, their family and carers, physical, emotional, social and spiritual, at time of investigation, diagnosis, treatment, survivorship, long-term follow-up, recurrence or disease progression and end-of-life care.
4.1.2a	Recognises and reports the potential and actual impact of cancer on the individual's physical, emotional, social and spiritual well-being across all stages of the patient pathway and takes appropriate action within the parameters of their role and local protocols and guidelines.			✓	C1 C5	Developed level of above knowledge and understanding Local protocols and guidelines
4.1.3	Communicates sensitively when caring for individuals with cancer, their families and carers.	✓	✓	✓	C1 HWB5	Communication skills – active listening, responding, empathy, sensitivity
4.1.3a	Demonstrates awareness of issues and uncertainties that may be encountered during the cancer journey and communicates sensitively when caring for individuals with cancer, their families and carers.			✓	C1 HWB5	Responding to difficult questions and emotions

Domain

Capability **4.1 The healthcare support worker develops his or her knowledge and understanding of the potential impact of cancer and its treatment to contribute to the assessment of the holistic needs of individuals with cancer, their families and carers and to provide evidence-based care.**

Practice learning outcome		HCSW	SSW	AP	Indicative KSF links	Key content
4.1.4	Demonstrates awareness of family and carer relationships and their influence in caring for the individual with cancer.	✓	✓	✓	HWB5	Family/carer relationships Significant others Family trees
4.1.5	Helps provide support, information and education to individuals with cancer, their families and carers about routine aspects of care, guided by local policy and protocol and the registered nurse.		✓	✓	HWB4	
4.1.6	Is aware of the common symptoms and side-effects of cancer and its treatment and helps manage these under the supervision of the registered nurse.	✓	✓	✓	HWB5	Common symptoms of cancer and side-effects of treatments
4.1.6a	Recognises and responds to the common symptoms and side-effects of cancer and its treatment and helps manage these under the supervision of the registered nurse.		✓	✓	HWB5	Nursing interventions for symptom and side-effect management, including pain, nausea and vomiting, breathlessness, oral care, skin care, altered bowel habit, fatigue, alopecia, body image and myelosuppression
4.1.7	Is aware of and reports changes in the condition or behaviour that may indicate a side-effect of treatment, disease progression or impending emergency and seeks advice quickly.	✓	✓	✓	HWB5	First-line action in emergency situations
4.1.7a	Recognises and reports changes in the individual's condition or behaviour that may indicate a side-effect of treatment, disease progression or impending emergencies and seeks timely and appropriate advice.			✓	HWB5	Common signs of impending emergencies, including spinal cord compression, hypercalcaemia, superior vena cava obstruction, neutropenic sepsis, acute/sub acute bowel obstruction

Domain 4 Care and Intervention

Capability 4.1 The healthcare support worker develops his or her knowledge and understanding of the potential impact of cancer and its treatment to contribute to the assessment of the holistic needs of individuals with cancer, their families and carers and to provide evidence-based care.

Practice learning outcome		HCSW	SSW	AP	Indicative KSF links	Key content
4.1.8	Observes and reports on individuals' progress to senior colleagues.	✓	✓	✓	HWB5	
4.1.8a	Monitors and records outcomes of care and treatment interventions and reports to senior colleagues.		✓	✓	HWB5	
4.1.9	Contributes to the assessment process with the nursing team and takes responsibility for the delivery of planned care and treatment of individuals with cancer whose needs are assessed as "uncomplicated".			✓	HWB5	Assessment proformas, e.g. pain assessment Competencies relevant to area of practice Patient pathways relevant to own area of practice
4.1.10	Monitors planned care and treatment within a defined caseload or patient pathway and reports appropriately to senior colleagues.			✓	HWB5	

Domain 4 Care and Intervention

Capability 4.2 The healthcare support worker, as part of the multi-professional team, contributes to the promotion of health and well-being, rehabilitation, quality of life and self-care capacity for individuals with cancer, their families and carers.

Practice learning outcome		HCSW	SSW	AP	Indicative KSF links	Key content
4.2.1	Actively encourages individuals with cancer, their families and carers to become involved in their care where appropriate, and supports the development of self-care abilities.	✓	✓	✓	HWB4	What is self care
4.2.2	Works with the multi-professional team to achieve negotiated rehabilitation goals and supports return to activities during and following treatment.	✓	✓	✓	HWB4	Principles of rehabilitation
4.2.3	Is aware of relevant health promotion strategies that can be shared with individuals with cancer, their families and carers.	✓	✓	✓	HWB1	Health promotion materials and prevention messages
4.2.4	Is aware of sources of information and advice for individuals with cancer, their families and carers that support health and well-being, quality of life and self-care capacity.	✓	✓	✓	HWB1	Sources of patient information Quality of life
4.2.4a	Can facilitate access to sources of information and advice for individuals with cancer, their families and carers that support health and well-being, quality of life and self-care capacity.		✓	✓	HWB1	Information provision
4.2.5	Participates in the delivery of health promotion activity designed to promote health and reduce the risk of cancer.	✓	✓	✓	HWB1	Smoking cessation Healthy eating Sun awareness Screening programmes
4.2.6	Provides information to individuals with cancer, their families and carers about when and how to seek specific advice and support from healthcare professionals, in line with local policy and procedure.		✓	✓	HWB1	Local contacts and procedures, including out-of-hours care
4.2.7	Participates in teaching and provides encouragement and support for people with cancer to enhance their well-being and general health within an agreed care plan.		✓	✓	HWB1	“Look good, feel better” programmes Coping with hair loss Relaxation techniques
4.2.8	Works in partnership with families and carers to enable them to confidently support and care for an individual with cancer, recognising their strengths and needs.		✓	✓	C1 HWB4	Caring for carers

Domain 4 Care and Intervention

Capability 4.3 The healthcare support worker develops his or her knowledge and understanding of issues related to caring for individuals who are dying or who are bereaved.

Practice learning outcome		HCSW	SSW	AP	Indicative KSF links	Key content
4.3.1	Demonstrates awareness of the impact of loss, grief and hope on the individual and the influence of different cultures and belief systems.	✓	✓	✓	C6 HWB5	Understanding grief and loss Understanding bereavement Cultural aspects and practices related to death and dying
4.3.2	Demonstrates and develops self awareness in issues relating to grief and loss.	✓	✓	✓	C2	
4.3.3	Recognises signs and symptoms that a person is reaching the last days of life.	✓	✓	✓	HWB5	Signs and symptoms of last days of life
4.3.4	Sensitively provides physical, psychological, social and spiritual care to individuals who are dying, their family and carers.	✓	✓	✓	HWB5	Principles of palliative care Care of the dying patient
4.3.5	Demonstrates sensitivity and empathy in interpersonal interactions with individuals who are dying and their family and carers.	✓	✓	✓	C1	
4.3.6	Participates in the use of locally and nationally recognised frameworks for palliative and end-of-life care.	✓	✓	✓	C5 HWB5	Local and national pathways and frameworks for palliative and end-of-life care, e.g. Gold Standards Framework, Liverpool Care Pathway Preferred place of care
4.3.7	Observes and reports on the effectiveness of nursing interventions aimed to provide comfort and dignity in end-of-life care.	✓	✓	✓	HWB5	

Domain 5 Personal, Professional and Service Development

Capability 5.1 The healthcare support worker maintains and develops knowledge and practice by participating in lifelong learning, personal and professional development planning and through supervision, appraisal and reflective practice with colleagues.

Practice learning outcome		HCSW	SSW	AP	Indicative KSF links	Key content
5.1.1	Accepts personal responsibility to manage oneself, to maintain and develop knowledge and skills within current role and to work with others to optimise care for individuals with cancer, their families and carers.	✓	✓	✓	C2 C5	Understanding own role within the team Code of Conduct for Healthcare Support Workers
5.1.2	Gains and learns from experience by reflecting on practice and participating in clinical supervision to improve care and practice.	✓	✓	✓	C2	Reflective practice Clinical supervision
5.1.3	Demonstrates awareness of the impact on his or her self of caring for individuals with cancer, their families and carers and managing the relationships involved.	✓	✓	✓	C1	Building, maintaining and sustaining relationships Recognising and managing stress Care of self
5.1.4	Makes sure that the clinical/care environment promotes safety, privacy and confidentiality for individuals with cancer, their families and carers.	✓	✓	✓	C3	Maintaining a safe environment Confidentiality
5.1.5	Contributes to the development of local policies, protocol and guidelines in own area of practice.	✓	✓	✓	C4 C5	Local clinical governance and quality improvement frameworks
5.1.6	Takes part in audits and works collaboratively with others to act on findings to enhance the care of the individual with cancer, their family and carers.		✓	✓	C5	
5.1.7	Supports other healthcare support workers during induction and helps them to develop their practice within an agreed framework and under the supervision of a registered nurse.		✓	✓	C2	Mentorship
5.1.8	Supervises other healthcare support workers within the scope of each individual's role, competence and capability under the supervision of the registered nurse.			✓	C2	Facilitation and delegation skills

7 REFERENCES AND FURTHER INFORMATION

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8 USEFUL SOURCES OF FURTHER INFORMATION

Cancer Research UK	www.cancerresearch.org.uk
Cancerbackup	www.cancerbackup.org.uk
Cancer in Scotland	www.cancerinscotland.scot.nhs.uk
Cancer Help UK	www.cancerhelp.org.uk
Macmillan Cancer Support	www.macmillan.org.uk www.learnzone.macmillan.org.uk
Marie Curie Cancer Care	www.mariecurie.org.uk
NHSScotland e-library	www.elib.scot.nhs.uk
Scotland's Health on the web	www.show.scot.nhs.uk
Skills for Health	www.skillsforhealth.org.uk

APPENDIX 1

Induction standards for healthcare support workers (Scottish Executive: 2006c). Summary of the standards

The table below shows how each public-protection standard statement links to the different parts of the Knowledge and Skills Framework (KSF). Information on the performance criteria for each of the standards can be accessed from the relevant web address.

Knowledge and Skills Framework core dimension	Public protection standards statement
Health, safety and security	<p>Protecting your patients [1] from harm and abuse (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/2ProtectPatientsfromHarmAbusepdf.pdf</p> <p>Being fit (healthy) to work (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/3Befitatwork.pdf</p> <p>Maintaining health and safety at work (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/4maintainhealthandsafety.pdf</p> <p>Assessing risks at work (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/5Assessrisk.pdf</p> <p>Reporting incidents at work (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/6Reportincidentsatwork.pdf</p>
Communication	<p>Working within confidentiality guidelines (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/7Workwithinconfidentialityguide.pdf</p>

Knowledge and Skills Framework core dimension	Public protection standards statement
Personal and individual development	<p>Developing your knowledge and practice (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/7PdKnowledgePractice.pdf</p> <p>Reviewing your working practice to improve your knowledge (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/9Reflectonpractice.pdf</p>
Quality	<p>Contributing to team[2] work (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/10Contributetoteamwork.pdf</p> <p>Building “customer” relationships (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/11Buildgoodpatientrelations.pdf</p> <p>Managing yourself as a resource (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/12Manageselfasresource.pdf</p> <p>Working within your own limits (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/13Workwithinownlimits.pdf</p>
Equality and diversity	<p>Working in line with the equality, diversity, rights and responsibilities of patients (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/14diversityIssuespdf.pdf</p> <p>“Whistle-blowing”[3] in cases of harm and abuse (SEHD, 28/11/06) www.healthworkerstandards.scot.nhs.uk/Documents/15Whistle-blowing.pdf</p>

Notes:

1 We use the term ‘patient’ throughout the standards. However, you may hear patients being referred to as ‘service users’, ‘clients’ or ‘residents’. Basically, the term means any person who needs care that you come into contact with while working .

2 The team not only includes the colleagues you work with every day, but includes everyone involved in the care of the patient.

3 Whistle-blowing is a common term used to describe raising concerns with managers.

APPENDIX 2

Steering Group Membership

Jan Aimer, Macmillan Cancer & Palliative Care Educator, NHS Fife

Jane Andrew, Project Co-ordinator, NHS Education for Scotland

Elaine Barr, Clinical Educator, NHS Greater Glasgow & Clyde

Lynn Batehup, Head of Education, Information and Support, Macmillan Cancer Support

Elaine Bryson, Nursing Auxillary, NHS Borders

Jane Cantrell, Programme Director, NHS Education for Scotland

Audrey Cowie, Professional Adviser - Regulation and Workforce Standards, Scottish Government

Pam Dixon, Curriculum Leader, Jewel & Esk College

Carol Dobson, Programme Director, NHS Education for Scotland

Helen Dryden, Practice Educator, Marie Curie Delivering Choice, The Tayside Project

Shirley Fife, Macmillan Lead Cancer & Palliative Care Nurse, NHS Lothian

Helen Foy, Development and Support Manager, Macmillan Cancer Support

Ann Graham, Senior Charge Nurse, NHS Tayside

Maggie Grundy, Programme Director – Cancer Care, NHS Education for Scotland (Chair)

Elaine MacLean, Professional Adviser Palliative Care, Care Commission

Margaret Moore, Haematology Support Worker, NHS Tayside

Debbie McCraw, Project Lead, NHS Education for Scotland

Karen Orr, Macmillan Learning & Development Manager, Scotland

Robert Parry, Project Co-ordinator, NHS Education for Scotland

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