

## **Introduction**

Specialist palliative care aims to provide relief from suffering and improve the quality of life for both patients and their families. It takes a holistic approach, acknowledging that suffering is more than physical distress, and recognising that the patient requires a combination of physical, psychological, social and spiritual care.

The availability of a highly skilled and educated workforce in order to provide a high quality service has been recognised by specialist palliative care providers as pivotal in taking the service forward.

In an attempt to address the principles of a good quality palliative care service and provide evidence of such this competency framework has been adopted from the Royal College of Nursing competencies project and has considered other competency frameworks that are available including The National Core Competency Framework for Cancer Nurses.

It is a framework that supports professional development and encompasses the principles and philosophies of the Calman Hine Report (1995), The NHS Cancer Plan (2000), Palliative Care 2000 (2000) and Clinical Governance in the NHS.

The term competence has been defined as; "the skills, knowledge, experience, attributes and behaviours required by an individual to perform the job effectively"

## **Aim of the framework**

The purpose of the framework is to support all nurses working in specialist palliative care in their professional development which effectively should improve the patient care experience. It indicates minimum standards that should be adopted within the palliative care team in Sunderland.

The framework can be used in several ways

- To develop nurses knowledge and skills:
- A formal appraisal system to assess competence and identify training needs.
- Self assessment
- Peer assessment
- Provide standards for practice
- To support an evaluation of role and service
- To plan an individuals career pathway
- A method of developing a comprehensive induction programme for all new staff

## **Levels of practice**

Four levels of competency have been identified that correlate with the current grading system and with proposals from the Nursing and Midwifery Council (NMC) on the development of nursing and the practitioner, specialist and consultant roles.

### **Level 1: Support worker, auxiliary or health care assistant**

Provides basic specialist palliative care with responsibility to a registered nurse. Should have or be working toward NVQ level 2

### **Level 2: Qualified Nurse**

A practitioner with a range of nursing experience who has started training in specialist palliative care, whilst working with responsibility to an experienced practitioner. This corresponds to D grade and junior E grade staff. The practitioner should have a post registration qualification in palliative care at diploma level or working towards

### **Level 3: Experienced qualified nurse**

An experienced practitioner, with a recognised specialist palliative care qualification who routinely uses their specialist skills. This corresponds to senior E grade and F grade staff. The practitioner should be working toward degree level.

### **Level 4: Senior Qualified Nurse**

An experienced nurse in the field of specialist palliative care, who leads and supports the team whilst developing practice. They should have achieved a specialist degree and be working towards Masters level. This corresponds to G, H and I grade staff.

## **Provision of evidence**

Evidence in achieving the competency can be provided in many different ways and can be used interchangeably throughout the framework. Evidence should be recorded in the Personal Professional Profile.

Evidence may include:

- Excerpts from a reflective diary, with self assessment of competence, identification of development need and an action plan
- Observation and critical analysis of practice
- Testimony of practice
- Active contribution to service and practice developments
- Change or project management
- Certificate of attendance and an evaluation of the outcomes of study days or courses
- Demonstration of evidence based practice
- Planning, delivering and evaluating educational sessions
- Individual performance review
- Personal and professional development portfolio
- Active involvement in clinical supervision, mentorship, multidisciplinary meetings.
- Ability to co-ordinate care including liaison with external agencies
- Contribution to meaningful and relevant discussions about patients
- Contribution to local or national documents
- Leading on service development
- Job shadowing with objectives and reflection

## **COMPETENCY: COMMUNICATION SKILLS**

This includes: verbal communication, written communication, interpersonal skills, non-verbal communication, interviewing skills and team skills

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
The staff member communicates effectively, demonstrating written, talking and listening skills. They are able to respond appropriately to the specific needs of patients with advanced illness and those close to them.	The staff member uses a variety of communication skills – for example, verbal, written and non-verbal – and has knowledge of their complexity. They use documentation to reflect the intricate nature of information required to carry out and co-ordinate care.	The staff member uses their specialist knowledge and communication skills to promote open and honest interactions that recognize the individual needs of patients with advanced disease, those close to them and other professionals.	The staff member establishes a therapeutic relationship in which they are able to utilize counseling skills to assist the individual to adjust to their illness and care.
<b>KNOWLEDGE</b>			
<ul style="list-style-type: none"> <li>• Aware of the palliative care approach and its significance in informing an appropriate communication process.</li> <li>• Aware of the processes that lead to effective listening and information giving.</li> <li>• Recognize limitations of role and in ability to manage difficult issues referring on to appropriate senior health professionals</li> <li>• Understand the importance of confidentiality, knowing when to disclose information appropriately to staff, patients and carers.</li> <li>• Contributes to multi-professional</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of the skills, interactions and theoretical models that underpin effective communication in palliative care.</li> <li>• Understands the impact that their communication and approach may have on the well-being of the patient and carer.</li> <li>• Knows the principles and aims of caring for patients with complex needs –for example, psychological issues of anger, denial etc.</li> <li>• Aware of the main local, regional and national support groups.</li> <li>• Knows about patient or user initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows about disease trajectories and treatment effects.</li> <li>• Understands the therapeutic nature of nursing and the impact of the nurse and patient relationship.</li> <li>• Knows about counseling approaches</li> <li>• Understands the role of patient or user involvement in specialist palliative care.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the theory and practice of therapeutic nursing relationships</li> <li>• Knows counseling techniques</li> <li>• Understands family dynamics and theories and models for supporting families in crisis.</li> </ul>

<p>working.</p> <ul style="list-style-type: none"> <li>• Aware of the confidentiality issues surrounding data protection and IT systems.</li> <li>• Awareness that the patient and their families have information and support needs and the organisations that can provide it</li> </ul>			
<b>COMPETENCY SKILLS</b>			
<ul style="list-style-type: none"> <li>• Communicates simple information verbally or in writing to other members of the team, patients and carers.</li> <li>• Builds a rapport with patients, relatives and other team members</li> <li>• Empathetic, sensitive and realistic in encouraging and supporting patients when giving general care in a palliative care setting.</li> <li>• Utilizes resources appropriately to address impediments to communication that may result from disease hearing, speech, language and cultural influences.</li> <li>• Utilizes resources and maintains confidentiality whilst accessing and inputting data into information systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses, plans, implements, evaluates and documents the care of patients with a range of problems or issues.</li> <li>• Recognizes the opportunity, by picking up cues, to hold deeper discussions relating to psychological, emotional or spiritual issues.</li> <li>• Confidently facilitates and manages interactions with patients and families.</li> <li>• Contributes to multidisciplinary planning and decision making meetings.</li> <li>• Use their specialist knowledge and skills regarding disclosure of information.</li> <li>• Utilizes a range of information sources including internet to support patient, carer and colleague needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports patients and families through uncertainty, using knowledge of the impact of disease and its treatment to discuss care options and coping strategies.</li> <li>• Identifies and deals confidently with issues on the patient's agenda that may potentially lead to psychological morbidity, referring to colleagues, as appropriate.</li> <li>• Creates an empowering and affirming environment. Suggests a range of options and goals, whilst working with patients and relatives to make their own choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses complex patient situations and shares experiences and insights with others</li> <li>• Responds to complex situations</li> <li>• Recognizes when to refer to other agencies.</li> <li>• Guides and supports others to improve communication skills amongst the team.</li> <li>• Teaches communication skills in formal settings to specialist and non-specialist staff.</li> <li>• Creates an environment that allows nurses to develop therapeutic relationships and enables junior staff to share their views of patient issues in multidisciplinary meetings.</li> </ul>

## BEHAVIOUR

- Uses interpersonal skills
- Sensitive
- Compliant
- Demonstrates integrity

- Assertive
- Uses initiative
- Confident
- Self-aware

- Creative
- Influential in a one-to-one situation or a small group
- Supportive

- Influential
- Exercises judgment

## COMPETENCY: QUALITY ASSURANCE

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
The staff member contributes to the organizations quality assurance programme	The staff member uses the processes of clinical governance and quality assurance to maintain and improve clinical practice.	The staff member uses their advanced knowledge to ensure that the organizations quality assurance programme is maintained and developed	The staff member ensures that objectives, which have been agreed through a collaborative process, are achieved for individuals and populations. To this end, competent practitioners apply current, valid professional knowledge and ethical principles.
<b>KNOWLEDGE</b>			
<ul style="list-style-type: none"> <li>• Aware of the needs of palliative care patients</li> <li>• Understands the principles underpinning the risk assessment process.</li> <li>• Aware of the importance of accurate record keeping</li> <li>• Aware of organizational policies, procedures and protocols.</li> <li>• Understands and only undertakes activities they are trained and competent to perform.</li> <li>• Awareness of the symptoms of stress in themselves and others and the support mechanisms available.</li> <li>• Have an awareness of patient/ user involvement initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar with the Nursing and Midwifery Council's (NMC) Code of Professional Conduct and Code of Practice.</li> <li>• Understands the principles of clinical governance and quality assurance.</li> <li>• Recognizes the need for clinical supervision reflection to maintain standards and uses the process of significant event analysis.</li> <li>• Recognizes the need for continuing professional development and evidence-based practice.</li> <li>• Aware of the impact of an ineffectual use of resources.</li> <li>• Recognize the stress within themselves and others and be able to access the support mechanisms available.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the professional and ethical issues surrounding decision-making, in both general terms and related specifically to a palliative care.</li> <li>• Knows the principles of research and evidence-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to lead and develop clinical governance and quality assurance programmes, specifically within specialist palliative care.</li> <li>• Aware of developments in policy and strategic initiatives at local, regional and national levels, particularly related to specialist palliative care.</li> <li>• Acts as a resource on different approaches to quality specialist palliative care service provision.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the role of patient/ user involvement in cancer services, both locally and nationally.</li> </ul>		
<b>COMPETENCY SKILLS</b>			
<ul style="list-style-type: none"> <li>• Participates in simple audit projects, under supervision.</li> <li>• Identifies and accurately reports any accidents or incidents.</li> <li>• Reports any concerns or issues to senior staff.</li> <li>• Identifies baseline areas of risk and reports them to senior staff.</li> <li>• Uses protocols and policies to guide practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies unsafe practice and responds appropriately.</li> <li>• Undertakes risk assessments.</li> <li>• Actively contributes to programmes of clinical audit.</li> <li>• Recognises own and others limitations</li> <li>• Manages resources effectively.</li> <li>• Accesses and uses evidence-based practice.</li> <li>• Utilize clinical supervision and other mechanisms effectively to improve own knowledge and practice.</li> <li>• Utilize a range of techniques to monitor patient/user satisfaction with the services.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes resources effectively and efficiently.</li> <li>• Contributes fully to the process and outcome of clinical audit.</li> <li>• Facilitates the risk assessment process.</li> <li>• Critically analyses and develops safe practice through policy development.</li> <li>• Initiates significant event analysis.</li> <li>• Monitor for signs within self and others of stress and activate appropriate support mechanisms.</li> <li>• Interpret and implement local and national patient/user information and involvement initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively uses audit and outcomes to influence practice at every strategic level.</li> <li>• Critically evaluates own and others' performance, through reflection and analysis.</li> <li>• Seeks opportunities to lead and support quality initiatives at local, regional and national levels.</li> <li>• Demonstrates robust resource management</li> <li>• Actively involved in business planning</li> <li>• Recognize and where possible, anticipate and instigate support mechanisms for individuals or the team</li> </ul>

**BEHAVIOUR**

- Honest
- Aware
- Enquiring
- Responsible
- Observant

- Exercises judgment
- Committed
- Accountable
- Confident

- Innovative
- Creative

- Influential
- Assertive
- Visionary
- Demonstrates clarity

**COMPETENCY: CLINICAL PRACTICE, JOB KNOWLEDGE AND SKILL**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The staff member practices holistic nursing care, with supervision, and understands the principles of palliative care.</p>	<p>The staff member uses a broad knowledge of the principles of palliative and holistic care, while nursing within the specialist area. They apply clinical judgment and act interdependently with senior staff.</p>	<p>The staff member uses extensive knowledge and skills to ensure patients with advanced disease receive comprehensive evidence-based nursing care. They understand and recognize the impact of advanced disease when interpreting the clinical situation, applying judgment and evaluating the outcomes of care and intervention. They advise and liaise with others, acting as a resource to support others to achieve effective clinical outcomes.</p>	<p>The staff member applies advanced knowledge in specialist palliative nursing and utilizes their experience and skill to perform the role of an expert nurse, educator, researcher, innovator and manager of change. They demonstrate leadership in influencing specialist nursing practice.</p>
<b>KNOWLEDGE</b>			
<ul style="list-style-type: none"> <li>• Understands the principles of nursing and palliative care practice</li> <li>• Aware of how symptoms and conditions may affect a patient's well being.</li> <li>• Understands the requirements for reporting on care.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows about the principles and practice of palliative and specialist nursing care and symptom control.</li> <li>• Understands the psychological issues and family dynamics affecting terminally ill people and their carers, and integrates this into practice.</li> <li>• Recognizes the need for multidisciplinary teamwork in palliative and specialist care.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their knowledge of advanced illness, palliative care and oncology to inform a comprehensive assessment of the patients needs.</li> <li>• Understands the implications of complex clinical issues.</li> <li>• Understands the principles of informed and independent decision-making.</li> <li>• Knows about legal, ethical and professional nursing issues – such as informed choice, consent and empowerment – in relation to nursing practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their expertise in the principles and practices of specialist palliative care and advanced nursing practice.</li> <li>• Knows about developing therapeutic relationships with patients and their carers to assist their informed choices for care and treatment.</li> <li>• Understands the immediate and long term impact and outcomes of decisions for patients and carers.</li> <li>• Uses research and audit to determine evidence of best practice as a rationale for prescribed care.</li> </ul>

## COMPETENCIES SKILLS

<ul style="list-style-type: none"> <li>• Undertake nursing care, within defined guidelines and protocols.</li> <li>• Assess patient's and carer's needs and recognize the need to report to the supervising nurse.</li> <li>• Collects information that informs nursing care.</li> <li>• Involves and promotes the well-being of the patient and carer</li> </ul>	<ul style="list-style-type: none"> <li>• Holistically assesses psychological, cultural, spiritual, social, legal and ethical issues affecting the patient and their carer's well-being care and treatment.</li> <li>• Applies appropriate clinical judgment, in consultation with others, to provide nursing care that meets the complexity of the patient's illness.</li> <li>• Understands the wide ranging implications of the decision making of care and treatment on the patient and carer.</li> <li>• Evaluates outcomes of care and makes alterations appropriate to the ever-changing clinical situation.</li> <li>• Interprets basic clinical data to inform decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically assesses clinical situations and interprets complex information.</li> <li>• Applies professional judgment to make decisions and achieve appropriate care outcomes.</li> <li>• Develops empowering and facilitative relationships with patients and carers to involve them in decision-making.</li> <li>• Acts as a prime resource in providing advice, information and support to junior and other staff.</li> <li>• Applies knowledge of research principles and best practice to nursing care.</li> <li>• Identifies ideas and strategies that contribute to the development of care standards and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically analyses complex clinical data and information to inform diagnosis and decision-making.</li> <li>• Practices independently, seeking to determine positive outcomes for patients.</li> <li>• Develops detailed standards, protocols and care strategies in specialist palliative nursing care.</li> <li>• Influences others through dissemination of knowledge and information.</li> <li>• Contributes fully to audit of Clinical practice.</li> <li>• Actively seeks new knowledge innovations and creates appropriate change.</li> </ul>
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## BEHAVIOUR

- Communicative
- Empathetic
- A team player
- Self-aware
- Responsible

- Understanding
- Responsive
- Confident

- A role model
- Enquiring
- Innovative
- Dynamic

- Influential
- A leader
- A change agent
- A researcher
- Empowering
- Visionary

## COMPETENCY: EDUCATION

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
The staff member understands the importance of knowledge and learning to maintaining standards in specialist palliative care	The staff member understands how adults learn and recognizes the need to empower patients, carers and others through information and education.	The staff member uses various teaching methodologies to improve outcomes for patients, carers, colleagues and other professionals. They are able to study at an advanced level and teach effectively	The staff member is a skilled educator, who is aware of new learning initiatives and issues and is able to advise, facilitate and deliver post basic education to nurses and other professionals. They are able to contribute to future learning strategies within specialist palliative care.
<b>KNOWLEDGE</b>			
<ul style="list-style-type: none"> <li>• Knows how to access journal and library resources</li> <li>• Appreciates the need for patients and carers to have access to information that enables informed choice.</li> <li>• Aware of own educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of how to contribute to creating a positive learning environment.</li> <li>• Aware of different learning theories and their application.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes in-depth knowledge of specialist palliative care and the way in which adults learn.</li> <li>• Knows about effective coaching and mentoring skills</li> </ul>	<ul style="list-style-type: none"> <li>○ Utilizes well-developed academic and specialist palliative care skills to teach adults in a range of situations.</li> <li>○ Takes account of factors that may inhibit individual learning about specialist palliative care.</li> </ul>
<b>COMPETENCIES SKILLS</b>			
<ul style="list-style-type: none"> <li>• Provides general information to patients, carers and other professionals.</li> <li>• Understands specialist palliative care material that is aimed at level one carers.</li> <li>• Accesses educational and development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes both formal and informal teaching methods.</li> <li>• Use creative and reflective skills with other colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates and reflects palliative care skills, enabling others to learn.</li> <li>• Facilitates and develops practice through clinical supervision.</li> <li>• Appreciates and refers to evidence to support practice.</li> <li>• Creates a positive learning</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes a variety of different approaches to education.</li> <li>• Consistently draws on research and literature to influence specialist and advanced nursing practice.</li> <li>• Reflects upon and learns from own practice.</li> </ul>

		environment.	
		<ul style="list-style-type: none"> <li>• Uses a range of teaching methods applicable to various situations.</li> </ul>	
<b>BEHAVIOUR</b>			
<ul style="list-style-type: none"> <li>• Communicative</li> <li>• Interested</li> <li>• Sensitive</li> <li>• Compliant</li> </ul>	<ul style="list-style-type: none"> <li>• Confident</li> <li>• Self-aware</li> <li>• Facilitative</li> <li>• Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate</li> <li>• Supportive</li> <li>• Reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Creative</li> <li>• Enquiring</li> <li>• Motivating</li> <li>• Empowering</li> <li>• Innovative</li> </ul>

## COMPETENCY: MANAGEMENT AND LEADERSHIP

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
The staff member is aware of the organizational philosophy and objectives and uses them to guide practice at all times.	The staff member applies knowledge of principles of specialist palliative care and the processes of quality assurance and risk management.	The staff member uses advanced knowledge and practice to manage their own clinical area and contribute to the overall management of the hospice or service.	The staff member consistently enhances and develops the provision of specialist palliative care at all levels and settings.
<b>KNOWLEDGE</b>			
<ul style="list-style-type: none"> <li>• Understands the philosophy of the team.</li> <li>• Aware of the need to provide support acting as a role model to a new team member.</li> <li>• Understands the roles of the multidisciplinary team.</li> <li>• Aware of their role, responsibilities and limitations.</li> <li>• Aware of the Trusts complaints policy.</li> <li>• Take the lead for specific tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the palliative care team's clinical governance policy.</li> <li>• Recognizes the importance of co-coordinating all aspects of the clinical area, including personnel.</li> <li>• Understands the importance of providing specialist recourse to internal and external agencies.</li> <li>• Recognizes the need for continuing professional development</li> <li>• Aware of the current literature relating to and effecting practice.</li> <li>• Be aware of team dynamics and the impact this may have upon the effectiveness of the team</li> <li>• An awareness of leadership skills and how these impact upon the team, patient, outcomes and organizations.</li> <li>• Lead a team on a short term basis to achieve a specific goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a working knowledge of managerial and organizational theory, in order to provide leadership that is sensitive to the specialist palliative care environment.</li> <li>• Knows about change management and decision making processes.</li> <li>• Understands the need to manage resources, within budgetary constraints.</li> <li>• Understand the principles practices of recruitment and retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the advanced nursing practice, specifically specialist palliative care nursing.</li> <li>• Is politically aware of the issues affecting the development of specialist palliative care.</li> <li>• Has sound knowledge of change leadership management theory and practice.</li> <li>• Knows how to establish the strategic direction of the service.</li> <li>• Reviews and negotiates resources to enhance practice.</li> <li>• Applies HR policy to support and develop the service.</li> <li>• Understand HR policy and its implementation/effects on practice.</li> </ul>

## COMPETENCIES SKILLS

<ul style="list-style-type: none"> <li>• Communicates effectively with senior staff who take responsibility for patients and carers.</li> <li>• Identifies and reports relevant information and observations.</li> <li>• Responds to the needs of individual patients and carers.</li> <li>• Contributes to multidisciplinary team meetings.</li> <li>• Develops an awareness of own strengths and weaknesses and can identify their impact on patient care.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the practical impact of clinical governance on patient care.</li> <li>• Plans and organizes effectively and is able to delegate.</li> <li>• Creates a clinical environment that is conducive to staff support, learning and communications.</li> <li>• Responds to complaints and untoward incidents.</li> <li>• Provides relevant information and makes appropriate referrals.</li> <li>• Identifies own boundaries and learning needs.</li> <li>• Shares information on specialty in the clinical area.</li> <li>• Understands the personal performance review and development process</li> <li>• Is conversant with the concept of reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>• Supports junior staff to develop skills in organizing, prioritizing and delegating.</li> <li>• Appraises junior colleagues.</li> <li>• Ensures an appropriate induction or development programme is in place.</li> <li>• Demonstrates effective management of all complaints and incidents.</li> <li>• Participates in the unit's recognized role in providing specialist advice and support.</li> <li>• Utilizes resources effectively</li> <li>• Participate in recruitment and selection process.</li> <li>• Monitor team dynamics, initiating action to provide team effectiveness where appropriate.</li> <li>• Facilitate team functioning to foster an environment within the team to enable complex challenging issues to be addressed in a constructive and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Use audit, evaluation, and research to influence practice at local, regional and national levels.</li> <li>• Identifies areas and produces proposals for service development.</li> <li>• Uses networking and influencing skills to ensure the voice of the specialty is heard</li> <li>• Collates and uses health data to inform policy and health care practice.</li> <li>• Develop the strategic direction for their specialty/service</li> <li>• Identifies and manages poor performance</li> <li>• Provide professional leadership to the multi-professional team.</li> <li>• Co-ordinate and develop the activities of inter-related multi-professional teams.</li> <li>• Establish effective collaborative partnerships that transcend organizational and professional boundaries, working with key personnel</li> </ul>
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			<p>from the wider care team.</p> <ul style="list-style-type: none"> <li>• Initiate changes to team working practices.</li> <li>• Utilize expert skills and knowledge to resolve the issues impacting upon team dynamics/function</li> <li>• Lead clinical practice/service development within own area of expertise, acting as a resource to others.</li> <li>• Interprets the impact of local and national initiatives identifying their direct implication on practice and service delivery</li> </ul>
<b>BEHAVIOUR</b>			
<ul style="list-style-type: none"> <li>• Aware</li> <li>• Reflective</li> <li>• Considerate</li> <li>• Responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate</li> <li>• Motivated</li> <li>• Assertive</li> <li>• Demonstrates integrity</li> <li>• Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Sensitive</li> <li>• Enquiring</li> <li>• Confident</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assured</li> <li>• Facilitative</li> <li>• Inspirational</li> </ul>

## **COMPETENCY: RESEARCH & DEVELOPMENT**

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
The staff member understands the importance of using research and development in practice.	The staff member takes an active part in discussion groups to identify research that will lead to clinically effective practice.	The staff member identifies potential research and development questions, participating in research under supervision. They act as a facilitator for change, disseminating research results in specialist palliative care. They participate in practice development, taking account of organizational and ethical challenges that are pertinent to specialist palliative care.	The staff member is exemplary in the delivery of evidence based practice, promoting an environment where enquiry is valued as a means to improve practice.
<b>KNOWLEDGE</b>			
<ul style="list-style-type: none"> <li>• Understands agreed guidelines and protocols</li> <li>• Aware of the contributing research matters to practice.</li> <li>• Knows the underlying principles for a range of basic tasks.</li> <li>• Aware of the rationale for car planning and the appropriate outcomes of daily living activities for patients requiring specialist palliative care.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the principles of evidence based practice.</li> <li>• Knows the clinical governance agenda.</li> <li>• Aware of the constraints and challenges associated with palliative care research.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows about the research process and of the challenges of outcome orientated research methodology in a palliative care setting.</li> <li>• Understands the implications, limitations and ethical dilemmas that may arise from the nature of palliative care research.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands methods to disseminate research findings.</li> </ul>

## COMPETENCIES SKILLS

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| <ul style="list-style-type: none"> <li>• Delivers a standard of care in accord with agreed guidelines and protocols.</li> <li>• Contributes to the identification of areas for development, within the specialist practice area.</li> </ul> | <ul style="list-style-type: none"> <li>• Delivers competent palliative care, giving a rationale for decisions that is based on the available evidence.</li> <li>• Critically evaluates and reflects on practice that is founded upon clinical guidelines and protocols.</li> <li>• Promotes discussion and contributes to the development of clinical guidelines and protocols.</li> <li>• Seeks opportunities for clinical supervision to enhance the ability to reflect and improve upon practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Consistently refers to research findings to support practice decisions.</li> <li>• Uses well developed reflective skills to evaluate current practice.</li> <li>• Collects data from a range of sources to inform and shape own ideas.</li> <li>• Identifies sources to keep up to date with evidence based practice.</li> <li>• Critically analysis research findings and literature and implementation of evidence base.</li> <li>• Facilitates discussion on palliative care research and evidence based practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Leads research, evaluating results to spearhead changes in practice.</li> <li>• Acts as a role model in the integration of evidence based practice in palliative care, across a multidisciplinary perspective.</li> <li>• Uses leadership supervisory and facilitation skills to promote awareness of research.</li> <li>• Proactively disseminates and implements research findings.</li> <li>• Contributes to both regional and national agendas to improve the evidence base for specialist palliative care.</li> </ul> |
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## BEHAVIOUR

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|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Compliant</li> <li>• Participative</li> <li>• Adaptable</li> </ul> | <ul style="list-style-type: none"> <li>• Exercises judgment</li> <li>• Motivated</li> <li>• Interdependent</li> <li>• Confident</li> </ul> | <ul style="list-style-type: none"> <li>• Influential</li> <li>• Demonstrates initiative</li> <li>• Solution-orientated</li> </ul> | <ul style="list-style-type: none"> <li>• Creative</li> <li>• Achievement orientated</li> <li>• Capable of making an impact</li> <li>• Tenacious</li> </ul> |
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## COMPETENCY: GRIEF, LOSS AND BEREAVEMENT

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
The staff member provides basic support to families and carers	The staff member has a comprehensive understanding of the grieving process	The staff member has comprehensive understanding of the grieving process in relation to specialist palliative care	The staff member supports those who have been bereaved using their specialist understanding, including identifying abnormal manifestations of grief and loss. They act as a supervisor and mentor for staff who offer bereavement support
<b>KNOWLEDGE</b>			
<ul style="list-style-type: none"> <li>• Understands the key aspects of the grieving process.</li> <li>• Understands the needs of grieving people.</li> <li>• Knows when to refer to another member of the team.</li> <li>• Aware of the practicalities of dealing with death and dying.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the needs of grieving people and acts appropriately.</li> <li>• Understands the theory of the grieving process.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to distinguish between normal and abnormal grief.</li> <li>• Understands the boundaries of support offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Has in-depth knowledge of the theories of grief, loss and bereavement.</li> <li>• Has a sound understanding of abnormal grief reactions.</li> <li>• Has comprehensive knowledge of bereavement services.</li> </ul>
<b>COMPETENCIES SKILLS</b>			
<ul style="list-style-type: none"> <li>• Supports and listens to grieving people.</li> <li>• Gives advice to families and carers on practical issues following death.</li> <li>• Reports accurately to senior staff.</li> <li>• Completes relevant documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses supportive listening skills to help people adjust to their grief.</li> <li>• Responds to the needs of the individual who is bereaved, bringing assurance about the grief process</li> <li>• Respects an individual's beliefs, community, culture and religion.</li> <li>• Identifies potential risks associated with bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize counseling techniques to support and empower patients and carers experiencing loss</li> <li>• Refers appropriately to other agencies and services.</li> <li>• Assesses any risks associated with the individual needs of the bereaved person.</li> <li>• Encourages reflective practice to</li> </ul>	<ul style="list-style-type: none"> <li>• Advises the bereaved person on future care options.</li> <li>• Acts as a resource for those providing bereavement care</li> <li>• Collects relevant data to monitor outcomes of bereavement care.</li> </ul>

		validate and, where possible, improve upon current practice.	
<b>BEHAVIOUR</b>			
<ul style="list-style-type: none"> <li>• Empathetic</li> <li>• Sensitive</li> <li>• Patient</li> <li>• Non-judgmental</li> </ul>	<ul style="list-style-type: none"> <li>• Confident</li> </ul>	Assured	<ul style="list-style-type: none"> <li>• Facilitative</li> <li>• Responsive</li> </ul>