



# APPENDIX 2: COMPETENCY FRAMEWORK - CANCER CARE COORDINATOR





# Competencies

A competency framework is a structure, which sets out and attempts to define the key knowledge, skills and behaviours required for an individual to be able to perform a particular task or job.

Pathway Navigators, Cancer Care Coordinators and Cancer Support Worker roles, job titles and day-to-day tasks vary depending on local context, including organisation function, peoples' existing skills and local population need. There is no 'one size fits all' and whilst flexibility and variation to meet local need is appropriate and expected in job roles this competency framework seeks to articulate some common generic 'threads', to promote consistency. These competencies have been taken and amalgamated from several documents.

These are the competencies for the Care Navigator role as defined by HEE (2016):

- 1. Effective communication**
- 2. Enabling access to services**
- 3. Personalisation**
- 4. Coordination and integration**
- 5. Building and sustaining professional relationships**
- 6. Knowledge for practice**
- 7. Personal development and learning**
- 8. Handling data and information**
- 9. Professionalism**

Within these domains we have included elements produced by; UKONS, Royal College of Nursing 'Career and Education Framework for Cancer Nursing' (2017), Macmillan, Royal College of Nursing, UKONS 'A competence framework for nurses – Caring for Patients Living with and Beyond Cancer' (2014) and Health Education England, Skills for Care and Skills for Health, Care Certificate Framework (2014) to encompass the core skills and abilities associated with the role of the Cancer Support Worker.

## **1. Effective communication**

Excellent communication underpins person centred care and helps build lasting, trusting relationships. Pathway navigation requires people to be able to communicate effectively, in verbal and written form, with a wide range of people from different cultural and organisational backgrounds, including health, social and voluntary sectors.

## **2. Enabling access to services**

The Pathway Navigator acts as the key point of contact for patients, coordinating and providing first line support to the patient whilst they are moving through the diagnostic pathway; signposting on to other services from a wide range of organisations and sectors as the need is identified. The 'local wisdom' of available services should be built up by those in Pathway Navigator roles and teams, with a spirit of 'persistent and positive curiosity'.

## **3. Personalisation**

Personalisation is a term more commonly used in social care and is applicable to all service sectors. Personalisation is about taking an approach which supports a person's choice, wishes and needs as far as possible, enabling them to be in control of their own life. The Pathway Navigator seeks to provide support and care, defined by a person's holistic needs, not simply standardized to their condition or diagnosis. Support is tailored to the needs and aspirations of the individual.

## **4. Coordination and integration**

Cancer care navigation will involve coordination of care and support, to ensure a person's experience across health, social and voluntary services is as 'seamless' as possible. All people involved in support, including patient/carer should know who a key point of contact for help is and who is responsible for their care.

## **5. Building and sustaining professional relationships**

The Pathway Navigator practices a person-centred approach, therefore if care and support truly wraps around a person's needs, integrated support must cut across boundaries and reach out to wider agencies within health, social and voluntary sectors. Relationships underpin effective inter-boundary working and are skills Pathway Navigators need to develop. The ability to engage and sustain key working relationships is fundamental to work with patients, their family and with multidisciplinary team.

## **6. Knowledge for practice**

Having a better understanding of diagnostic pathways and diagnostic investigations enables the Pathway Navigator, Cancer Care Coordinator to feel more confident in their knowledge to support others more effectively.

## **7. Personal Development and learning**

Individuals need to be committed to lifelong learning and enthusiastic to apply new knowledge and skills. People who are in care navigation roles learn significantly through experience and working within local contexts – therefore reflection on practice, for the individual and as teams are of core importance to personal as well as service development.

## **8. Handling data and information**

Accurate and accessible information and data underpins effective cancer care navigation. Failures in communication between organisations, sectors and patients/carers can lead to disjointed and poor care. Individuals who work to provide effective care navigation need to be able to appropriately use relevant electronic records, databases to access, input, store and retrieve information. Data and audit are also important for service evaluation improvement and sustainability.

## **9. Professionalism**

Professionalism can be challenging to describe or define. For Pathway Navigators, core competencies which attempt to capture some essence of professional behaviour, attitudes and attributes are summarized here. These are rooted in the ethical, moral and legal aspects of care and support, grounded in the principles of patient-centred care. Commitment to develop expertise, self-awareness, limitations of scope of practice and working with integrity are some important features.

# **Recording your Competencies**

The following pages contain a selection of competencies which could be considered 'core' to the role of the Pathway Navigator. This gives you the opportunity to document your learning and development so that you can demonstrate that you have undertaken or achieved the appropriated learning and development to deliver your role competently. This can be done through taught modules, such as those in the development programme or through your own e-learning (MECC) and discussions you may have had with healthcare professionals.



## **Training and Development Record**

The 'Training and Development Record' helps you to continue to document your learning and development. You can record other courses you have attended and clinics or tasks that you may have observed.

## 1. Effective Communication

	Competency and Associated Elements	T = Taught session E = E-learning D = Discussion	Date	Demonstrated with supervision (Date / Sign)	Competent (Date / Sign)
1.1	Recognises the importance of communicating clearly, effectively and sensitively with patients, carers and other professionals				
1.2	Recognises and responds appropriately (maintains a calm and sensitive approach) to support an individual who is distressed and recognises where escalation is required to registered health professional (i.e. when communicating with a patient who is distressed due to a potential or actual cancer diagnosis)				
1.3	Demonstrates the ability to write and maintain clear, accurate records of patient information in a variety of formats (i.e. electronic and paper)				
1.4	Tailors information in a way that meets individual needs of patients/carers, or other professionals (i.e. in response to queries, relaying patient/family information – including concerns/needs, correcting misunderstanding, or as part of health promotion and giving advice)				
1.5	Recognises and appropriately adapts own communication style and approaches to best support patient preference and need (i.e. when communicating with people of different ages, culture, capacity and socio-economic backgrounds)				
1.6	Understands the importance of communicating ideas and opinions in a respectful, positive way when advocating the needs and wishes of the patient				

## 2. Enabling Access to Services

	Competency and Associated Elements	T = Taught session E = E-learning D = Discussion	Date	Demonstrated with supervision (Date / Sign)	Competent (Date / Sign)
2.1	Is aware of how to access up-to-date, accurate information for a range of local and national services to provide practical and emotional support for an individual and carer				
2.2	Has an understanding of and be able to explain to patients and their carers how health care is organised through the cancer/suspected cancer journey (i.e. Pathways)				
2.3	Has an understanding of the wide range of services available to support patients/carers/significant others outside the hospital setting and is confident to signpost to appropriate sources of support and information (with consent of the individual)				
2.4	Demonstrates initiative in seeking contacts with relevant local services				
2.5	Is able to outline how to take a proactive, problem solving approach in helping support people to connect and access services				
2.6	Provides timely feedback to colleagues around issues relating to access to services				

### 3. Personalisation

	Competency and Associated Elements	T = Taught session E = E-learning D = Discussion	Date	Demonstrated with supervision (Date / Sig)	Competent (Date / Sig)
3.1	Determines the patients basic support needs accurately over the telephone or face-to-face				
3.2	Demonstrate a holistic, non-judgemental and caring manner. Acts in a way that acknowledges peoples' expressed beliefs, preferences and choices				
3.3	Identifies people 'at risk' and potentially vulnerable, using appropriate methods (as determined by local arrangements)				

## 4. Coordination and Integration

	Competency and Associated Elements	T = Taught session E = E-learning D = Discussion	Date	Demonstrated with supervision (Date / Sig)	Competent (Date / Sig)
4.1	Understands the importance of sharing information, decisions and discussions made by health teams with the patient (and carer/significant other if appropriate)				
4.2	Understands the principals of integrated care and support				
4.3	Provides information on when and how the patient (and carer) can contact the relevant person/professional				
4.4	Updates and shares appropriate information with health professionals (e.g. CNS/GP) in a timely manner				
4.5	Effectively communicates a patient's needs within a multidisciplinary team meeting environment				
4.6	Oversees and coordinate an appropriate agreed pathway of support for a patient				



## 5. Building and Sustaining Professional Relationships

	Competency and Associated Elements	T = Taught session E = E-learning D = Discussion	Date	Demonstrated with supervision (Date / Sig)	Competent (Date / Sig)
5.1	Builds and works to sustain trusting, professional relationships with patients and their wider support network				
5.2	Recognise when and how to close professional relationships with patients and their carers				
5.3	Maintains a clear sense of role and responsibility within a team				
5.4	Is supportive and helpful toward other team members				
5.5	Relates to and works with clinical and non-clinical staff in other organisations, building constructive relationships across sectors				
5.6	Actively seek out relevant and appropriate contacts to develop a network across a wide range of sectors including health, social and voluntary sectors				
5.7	Promotes the sharing of resources and information from a wider range of sources to benefit patients and their carers				

## 6. Knowledge for Practice

	Competency and Associated Elements	T = Taught session E = E-learning D = Discussion	Date	Demonstrated with supervision (Date / Sig)	Competent (Date / Sig)
6.1	Identifies risk factors for cancer and describes approaches for the prevention, screening and early detection of cancer				
6.2	Identifies common causes, signs and symptoms of cancer and explains how their recognition and early diagnosis influences morbidity				
6.3	Understands the investigations that may be utilised within cancer diagnostic pathway and is able to explain them to patients and carers.				
6.4	Understands the specific cancer diagnostic pathway(s) and associated IT interfaces relevant to their specific role.				
6.5	Describes how attitudes, values and beliefs, in relation to cancer, influence the care that cancer patients and their families receive				
6.6	Understands the importance and purpose of health promotion and is able to provide basic advice to promote healthy lifestyle behaviours and activities				

6.7	Is able to recognise actual and potential problems that might require further attention and understands how to seek advice and help where necessary				
6.8	Understands the boundaries of the role and is able to escalate enquiries and information in a timely and appropriate manner to the relevant health professional				
6.9	Understands the current work requirements for primary care including Direct Enhanced Services (DES) , Quality of Outcomes Framework (QoF) and The Investment & Impact Fund (PCN DES)				

## 7. Personal Development and Learning

	Competency and Associated Elements	T = Taught session E = E-learning D = Discussion	Date	Demonstrated with supervision (Date / Sig)	Competent (Date / Sig)
7.1	Demonstrates a willingness to learn and develop within the role				
7.2	Shows a responsibility for self-reflection and personal development				
7.3	Promotes own role to others working within and outside the organisation.				

## 8. Handling Data and Information

	Competency and Associated Elements	T = Taught session E = E-learning D = Discussion	Date	Demonstrate with supervision (Date / Sig)	Competent (Date / Sig)
8.1	Accesses, inputs to and uses data from appropriate electronic records, databases and spread sheets				
8.2	Uses appropriate technology and resources to find and process information				
8.3	Applies the principles of data protection working within legal limitations with access and storage of data				
8.4	Understands and adheres to data standards and confidentiality specific to the organisation				
8.5	Prioritises workload using time and resources effectively				
8.6	Understands the principles of audit and quality improvement				
8.7	Is organised in performing administrative tasks (including appointments, diaries, etc.)				
8.8	Participates in audits and quality improvements				

## 9. Professionalism

	Competency and Associated Elements	T = Taught session E = E-learning D = Discussion	Date	Demonstrated with supervision (Date / Sig)	Competent (Date / Sig)
9.1	Demonstrates a non-judgemental and respectful attitude toward others				
9.2	Act in ways to promote values of equality and diversity				
9.3	Be emotionally resilient and calm under pressure				
9.4	Manage stress with healthy coping mechanisms				
9.5	Uphold the principles of confidentiality				
9.6	Recognise own limitations and work within the boundaries of the role, seeking help when needed				
9.7	Be honest and open consistently with patients and colleagues				

## References

MECC Health Education England (2010)

Health Education England, Skills for Care and Skills for Health, Care Certificate Framework (2014)

Hello my name is; A campaign for more compassionate care (2013)

Macmillan, Royal College of Nursing, UKONS, A competence framework for nurses – Caring for Patients Living with and Beyond Cancer (2014)

Health Education England: Care Navigation: A Competency Framework (2016)

UKONS, RCN Career and Education Framework for Cancer Nursing (2017)

British Journal of Healthcare Assistants; Specifications for the Macmillan cancer support worker (2017)

# Training & Development Record

Below are some suggested training packages to help build your skills and knowledge as you begin your role. The list is not exhaustive so you should work with your line manager to identify what additional learning opportunities are required to help you meet all of your competencies over the following 12 months. Please use this log to record your CPD.

SESSION	DATE(s)
<p><b>Induction</b></p> <p>To include;</p> <ul style="list-style-type: none"> <li>➤ Employer induction programme</li> <li>➤ Mandatory training including equality and diversity, data protection and safeguarding</li> <li>➤ General induction with clinical team and relevant employees</li> <li>➤ In depth knowledge of the pathway or area of work</li> <li>➤ Overview of local services and information required for signposting</li> <li>➤ Data and IT including Summary Care record and appropriate clinical system.</li> </ul>	
<p><b>Communication skills</b></p> <p><b>Person Centred Approaches</b>  <i>Introduces the behaviours, knowledge and skills for person centred approaches. Covers values, core communication and relationship building, engaging, enabling and supporting people</i></p> <p>Free access via e-learning for health, create a login to record your learning <a href="http://HEE_elfh_Hub_(e-lfh.org.uk)">HEE elfh Hub (e-lfh.org.uk)</a></p> <p><b>Essential Level Communication Skills</b>  <i>An e-learning programme to build an essential level understanding of key terms and techniques and awareness around the skills and behaviours required when supporting people living with cancer</i></p> <p>Register for the Macmillan learning and communications hub <a href="#">here</a></p> <p><b>Sage and Thyme</b>  <i>Learn how to use a structured approach to getting into and out of conversations with an individual who is upset or has concerns, while providing basic psychological support.</i></p> <ul style="list-style-type: none"> <li>• Ask your manager about booking via the Trust</li> <li>• Register your interest <a href="#">via MacMillan</a></li> <li>• <a href="#">Online half day open sessions can be booked</a> at a cost of £160 per person</li> </ul>	
<p><b>Supporting Self</b></p> <p>Start thinking about your own wellbeing with the Five Ways to Wellbeing optional module within the <a href="#">MECC e-learning</a></p> <p>Mindfulness can also help support your own health and wellbeing as well as those you work with. Find out more with a free e-learning module: <a href="#">introduction to mindfulness</a></p>	

Ask what support and training is available within your Trust to support your own wellbeing at work.

### Cancer Awareness, Prevention and Diagnostics

#### Oncology training Webinars for non-clinical workforces

One hour webinars delivered by O'Halloran Consultancy covering a range of topics to increase cancer knowledge.

Free access, see the topics [here](#) Click on the image below to register.



#### Cancer Awareness modules from Macmillan

Complete any e-learning modules that support your personal development:

- Nature of cancer
- Cancer prevention and early detection
- Staging and investigation
- Cancer treatment types
- Palliative care, end of life care and bereavement
- Living with and beyond cancer

Free access via Learn Zone, create a login to record your learning

<https://learnzone.macmillan.org.uk/course/view.php?id=668>

#### Cancer in the Community e-learning modules

Gain a better understanding of what cancer is, its causes and how to reduce the risks, possible symptoms, and screening programmes with these modules:

- Cancer prevention and screening
- Diagnosis and staging
- Cancer treatments
- Living with and beyond cancer

Free access via e-learning for health, create a login to record your learning

[Cancer in the Community - e-Learning for Healthcare \(e-lfh.org.uk\)](https://www.e-learningforhealth.org.uk/cancer-in-the-community)

#### Talking About Cancer Reducing Risk, Early Detection and Mythbusting

Learn how you could save lives by talking about cancer prevention and early detection

[Free access via Future Learn](#), self-directed learning over 3 weeks

#### IST Cancer e-learning tool

A series of modules over eight themes to provide staff with a foundation in cancer waiting time standards and cancer care management

Click on the PDF image for details to login or register with an OKTA account.



### Making Every Contact Count and supporting healthy living

**MECC Level 1** (additional levels are available if you wish to build on your knowledge)

The MECC e-learning focusses on how asking questions and listening effectively to people is a vital role for us all.



E-learning available from:

<https://www.e-lfh.org.uk/programmes/making-every-contact-count/>

These resources offer trusted advice about healthy living:

- [Changing behaviours | World Cancer Research Fund UK \(wcrf-uk.org\)](#)
- <https://www.nhs.uk/better-health/>