# Transferable Role Template

## Career Framework Level 8

## Acute Oncology Specialist Practitioner
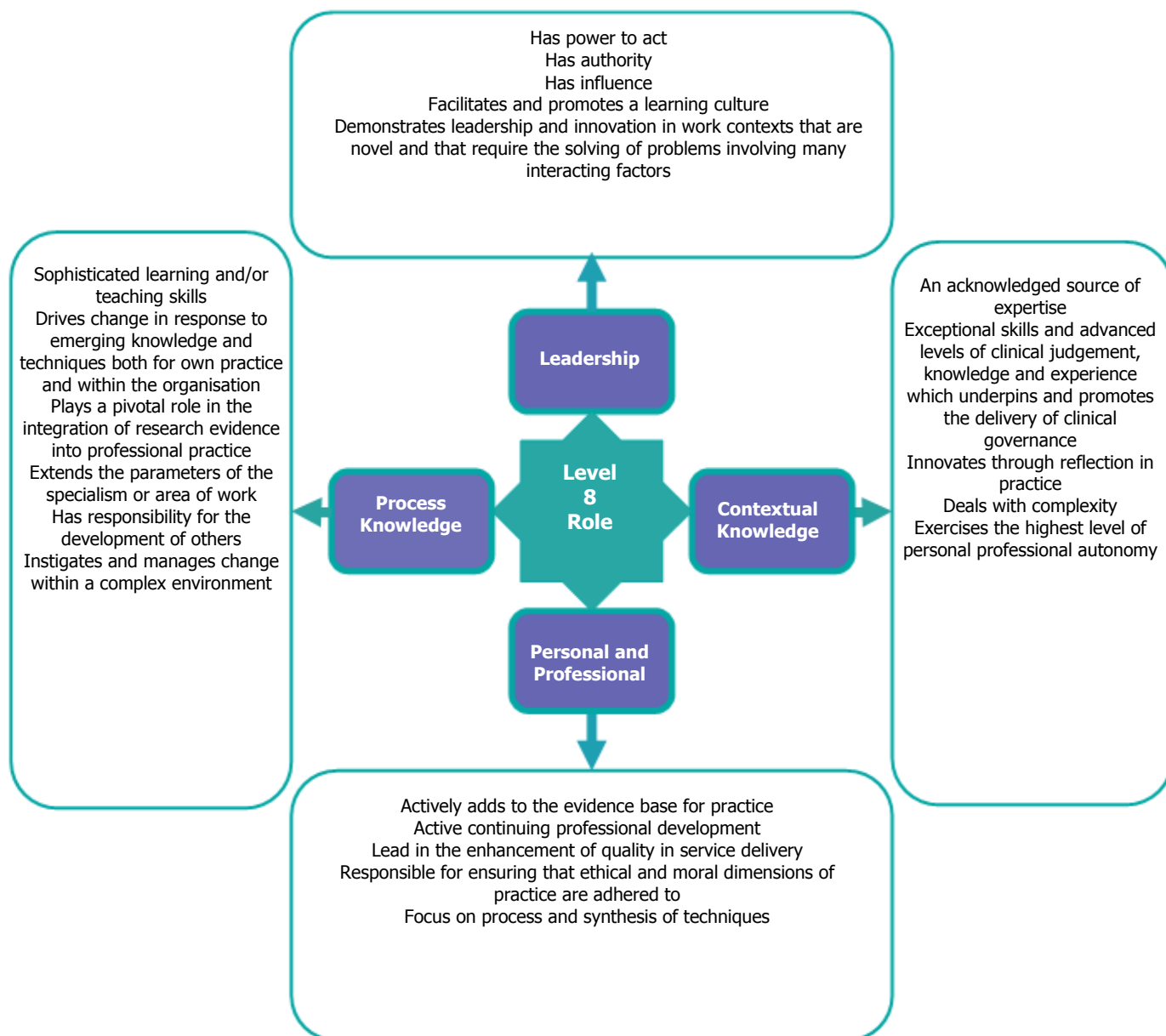
## Level Descriptors

## Key characteristics of a Level 8 Role

Has power to act
Has authority
Has influence
Facilitates and promotes a learning culture
Demonstrates leadership and innovation in work contexts that are novel and that require the solving of problems involving many interacting factors

Sophisticated learning and/or teaching skills
Drives change in response to emerging knowledge and techniques both for own practice and within the organisation
Plays a pivotal role in the integration of research evidence into professional practice
Extends the parameters of the specialism or area of work
Has responsibility for the development of others
Instigates and manages change within a complex environment

**Leadership**

**Process Knowledge**

**Level 8 Role**

**Contextual Knowledge**

**Personal and Professional**

An acknowledged source of expertise
Exceptional skills and advanced levels of clinical judgement, knowledge and experience which underpins and promotes the delivery of clinical governance
Innovates through reflection in practice
Deals with complexity
Exercises the highest level of personal professional autonomy

Actively adds to the evidence base for practice
Active continuing professional development
Lead in the enhancement of quality in service delivery
Responsible for ensuring that ethical and moral dimensions of practice are adhered to
Focus on process and synthesis of techniques

## Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.

## Example of Role at Level 8

Non-Medical Consultant Practitioner:

The non-medical consultant practitioner is an expert practitioner with a high level of responsibility for the development and delivery of services. They are clinical experts who lead practice and spend a significant amount of time in direct patient care. There is a strong element of research within the role. They will carry out research, as well as ensuring that current research findings are used by staff to inform their practice. They may have overall responsibility for the coordination of R&D programmes. The non-medical consultant practitioner will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions.

The role is intended to operate across four key areas or functions:

- Expert practice

  A key aspect focussed on specialist expert clinical work.

  Normally this will be up to 50% of the consultant practitioners? time.


- Professional leadership and consultancy

  They are seen within the workplace and external to the workplace as leaders and a source of expert knowledge and skill


- Education training and development

  They are a resource for the service, or wider area and will regularly engage in sharing their skills and knowledge with colleagues and a wider audience.

  They may have a formal link with higher education institutions through lecturing, research or other partnership activities.


- Practice and service development research and evaluation

  Research and development are an integral component of the role.

  Research whether original work or the work of others is used to improve quality,

  as a basis for innovation and service development and improvement.


All consultant practitioners are at level 8 on the Career Framework for Health.

Not all level 8 roles are consultant practitioners.

The characteristics of the level 8 practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.

**Basic Information:**

| | |
|---|---|
| Named Role | **Acute Oncology Specialist Practitioner** |
| Area of work | Chemotherapy, Oncology And Palliative Care, Hospital NHS Or Independent |
| Role Family | Nursing |
| Experience required | N/A |
| Career Framework Level | 8 |

## Summary of Role

First developed 2010. The level 8 specialist practitioner role will provide professional and managerial leadership within the speciality of oncology.

## Scope of the Role

The level 8 specialist practitioner role will provide professional and managerial leadership within the speciality of oncology. If the role is management focussed it may operate across acute oncology and chemotherapy services or be specific to acute oncology. If the role is a non medical consultant practitioner it may have more of a focus on research and development.

All roles at this level will provide expert clinical services, will be pro active in further developing oncology services and will use the skills and competences identified in the level 7 role.

The role will be relevant at all points of the patient pathway and in specialist centres, acute setting or clinics. They may be involved in telephone triage using a triage tool.

They may work with children or adults.

All level 8 roles will have the following common/core competences.

All competences are national occupational standards (NOS)

## Level 8 Core Competences / National Occupational Standards:

| Underpinning Principle | Reference Function | | Competence |
|---|---|---|---|
| 1. COMMUNICATION | 1.2 | Communicate effectively | GEN97<br>Communicate effectively in a healthcare environment<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3001 |
| 2. PERSONAL & PEOPLE DEVELOPMENT | 2.1.1 | Develop your own practice | GEN13<br>Synthesise new knowledge into the development of your own practice<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/376 |
| | | | CFAM&LAA3<br>Develop and maintain your professional networks<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3770 |
| | 2.1.2 | Reflect on your own practice | GEN23<br>Monitor your own work practices<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2051 |
| | | | SCDHSC0033<br>Develop your practice through reflection and learning<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3415 |
| | 2.2.1 | Support the development of the knowledge and practice of individuals | SCDHSC0043<br>Take responsibility for the continuing professional development of yourself and others<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3481 |
| 3. HEALTH SAFETY & SECURITY | 3.5.1 | Ensure your own actions reduce risks to health and safety | IPC2.2012<br>Perform hand hygiene to prevent the spread of infection<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3309 |
| | | | PROHSS1<br>Make sure your own actions reduce risks to health and safety<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3327 |
| | | | PMWRV1<br>Make sure your actions contribute to a positive and safe working culture<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/4027 |
| | 3.5.2 | Protect individuals from abuse | SCDHSC0024<br>Support the safeguarding of individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3518 |
| 4. SERVICE IMPROVEMENT | 4.6 | Promote service improvement | CFAM&LCA1<br>Identify and evaluate opportunities for innovation and improvement<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3783 |
| 5. QUALITY | 5.1.1 | Act within the limits of your competence and authority | GEN63<br>Act within the limits of your competence and authority<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/85 |
| | 5.1.2 | Manage and organise your own time and activities | HT4<br>Manage and organise your own time and activities<br><br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2501 |

| 6. EQUALITY & DIVERSITY | 6.1 | Ensure your own actions support equality of opportunity and diversity | SCDHSC0234<br>Uphold the rights of individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3506 |
|---|---|---|---|
| | 6.2 | Promote equality of opportunity and diversity | SCDHSC3111<br>Promote the rights and diversity of individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3540 |
| B. HEALTH INTERVENTION | B2.1 | Obtain information from individuals about their health status and needs | CHS169<br>Comply with legal requirements for maintaining confidentiality in healthcare<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2820 |
| D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY | D2.4 | Maintain information / record systems | CFA_BAD332<br>Store and retrieve information using a filing system<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/4104 |
| H. MANAGEMENT & ADMINISTRATION | H1.2.4 | Implement change | CFAM&LCA4<br>Implement change<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3786 |
| | H1.3.1 | Contribute to the effectiveness of teams | SCDHSC0241<br>Contribute to the effectiveness of teams<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3509 |
| | H1.3.2 | Develop relationships with individuals | CFAM&LDD1<br>Develop and sustain productive working relationships with colleagues<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3787 |
| | H2.6 | Receive and pass on messages and information | ESKITU020<br>Use digital communications<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/4150 |

## Role Specific Competences / National Occupational Standards:

| Underpinning Principle | Reference Function | | Competence |
|---|---|---|---|
| 1. COMMUNICATION | 1.2 | Communicate effectively | CHS48<br>Communicate significant news to individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2216 |
| | | | GEN62<br>Collate and communicate health information to individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2317 |
| | 1.4 | Develop relationships with individuals | SCDHSC0233<br>Develop effective relationships with individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3505 |
| | 1.5 | Provide information, advice and guidance | GEN14<br>Provide advice and information to individuals on how to manage their own condition<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/377 |

| | | | CHS104<br>Brief the team for an individual's health intervention<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2052 |
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| | | | CHS179<br>Advise on requirements for choice of therapeutic intervention<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2322 |
| **2. PERSONAL & PEOPLE DEVELOPMENT** | 2.1.2 | Reflect on your own practice | LSILADD10<br>Reflect on, develop and maintain own skills and practice in learning and development<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3176 |
| | 2.2.1 | Support the development of the knowledge and practice of individuals | GEN35<br>Provide supervision to other individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2295 |
| | | | GEN131<br>Support and challenge teams and agencies on specific aspects of their practice<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3897 |
| **4. SERVICE IMPROVEMENT** | 4.7 | Contribute to improving services | CFACSD9<br>Promote continuous improvement<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3603 |
| **5. QUALITY** | 5.2.3 | Improve the quality of healthcare through audit and evaluation | PHS08<br>Improve the quality of health and healthcare interventions and services through audit and evaluation<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2470 |
| | 5.2.4 | Establish quality policy and quality assurance systems for the delivery of a service or function | GEN67<br>Establish quality policy and quality assurance systems for the delivery of a service or function<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2311 |
| | 5.2.5 | Evaluate the quality of healthcare services | SCDHSC0442<br>Evaluate the effectiveness of health, social or other care services<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3581 |
| **A. ASSESSMENT** | A2.1 | Plan assessment of an individual's health status | CHS38<br>Plan assessment of an individual's health status<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/1040 |
| | A2.3 | Assess an individual with a suspected health condition | CHS40<br>Establish a diagnosis of an individual's health condition<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/220 |
| | | | CHS39<br>Assess an individual's health status<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/221 |

| | A2.3 | (Contd..) Assess an individual with a suspected health condition | CHEM13.2011 Undertake an assessment or re-assessment of a patient for anti-cancer therapy http://tools.skillsforhealth.org.uk/competence/show/html/id/3298 |
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| | A2.7 | Undertake a risk assessment in relation to a defined health need | CHS46 Assess risks associated with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2214 |
| | A2.8 | Prioritise treatment and care for individuals according to their health status and needs | TEL1 Prioritise individuals for treatment and care http://tools.skillsforhealth.org.uk/competence/show/html/id/203 |
| | A2.9 | Assess individual's suitability for a treatment or intervention | CHS120 Establish an individual's suitability to undergo an intervention http://tools.skillsforhealth.org.uk/competence/show/html/id/432 |
| **B. HEALTH INTERVENTION** | B2.5 | Undertake triage | EUSC07 Prioritise individuals for further assessment, treatment and care http://tools.skillsforhealth.org.uk/competence/show/html/id/960 |
| | B3.1.1 | Plan activities, interventions or treatments to achieve specified health goals | CHS119 Select assessment and investigative techniques/procedures to meet individuals' needs http://tools.skillsforhealth.org.uk/competence/show/html/id/433 |
| | | | CHS97 Organise a programme of support following withdrawal from treatment http://tools.skillsforhealth.org.uk/competence/show/html/id/2260 |
| | B3.5.2 | Carry out actions from a discharge plan | GEN28 Discharge and transfer individuals from a service or your care http://tools.skillsforhealth.org.uk/competence/show/html/id/2207 |
| | B3.6.1 | Monitor individuals following treatments | CHS47 Monitor and assess patients following treatments http://tools.skillsforhealth.org.uk/competence/show/html/id/2215 |
| | B4.2 | Evaluate the delivery of care plans to meet the needs of individuals | CHS53 Evaluate the delivery of care plans to meet the needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2230 |
| | B14.1 | Co-ordinate the implementation and delivery of treatment plans | CHS88 Co-ordinate the implementation and delivery of treatment plans http://tools.skillsforhealth.org.uk/competence/show/html/id/2254 |

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| | B14.3 | Deliver therapeutic activities | CHEM5.2011<br>Apply scalp cooling<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3293 |
| | B15.1 | Prescribe medication and treatments for individuals | CHEM11.2011<br>Prescribe anti-cancer therapy and related supportive treatment<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3297 |
| | B15.6 | Administer medication to individuals | CHS3<br>Administer medication to individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/356 |
| | | | CHS49<br>Deliver subcutaneous treatments using syringe drivers or infusion devices<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2226 |
| | | | CHEM1.2011<br>Deliver anti-cancer therapy intravenously<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3289 |
| | | | CHEM2.2011<br>Administer anti-cancer therapy into the urinary bladder<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3290 |
| | | | CHEM3.2011<br>Administer intrathecal anti-cancer therapy<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3291 |
| | B15.6 | (Contd..) Administer medication to individuals | CHEM4.2011<br>Assist with the administration of intrathecal anti-cancer therapy<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3292 |
| | | | CHEM7.2011<br>Administer oral anti-cancer therapy<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3294 |
| | | | CHEM8.2011<br>Provide oral anti-cancer therapy<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3295 |
| | | | CHEM9.2011<br>Administer topical anti-cancer therapy<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3296 |
| | | | CHEM18<br>Provide intra-cavity administration of anti-cancer therapy<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3299 |
| | | | CHEM19<br>Provide intra-muscular and subcutaneous administration of anti-cancer therapy<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3300 |
| | B15.9 | Manage an individuals medication to achieve optimum outcomes | PHARM50.2011<br>Provide advice on anti-cancer therapy for an individual<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3302 |

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| | B16.1 | Support individuals during and after clinical/therapeutic activities | CHEM20<br>Provide ongoing care and support to individuals during anti-cancer therapy<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3301 |
| **C. HEALTH PROMOTION & PROTECTION** | C1.1.2 | Agree priorities and targets for improving individuals' health and wellbeing | PHS19<br>Develop, sustain and implement a vision and objectives for improving health and wellbeing<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2481 |
| | C1.1.4 | Plan and develop health protection programmes | CM G5<br>Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/1861 |
| | C1.2.2 | Implement strategies to promote individuals' health and wellbeing | PHS15<br>Implement strategies for putting policies to improve health and wellbeing into effect<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2477 |
| | C1.3.2 | Review strategies for improving individuals' health and wellbeing | PHP37<br>Evaluate and review the effects of policies on health improvement<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2440 |
| | C2.2 | Provide information to individuals, groups and communities about promoting health | PHP07<br>Finalise and disseminate communications about health and wellbeing and/or stressors to health and wellbeing<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2407 |
| **D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY** | D2.1 | Collect and validate data and information for processing | PHP10<br>Collect and link data and information about the health and wellbeing and related needs of a defined population<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2410 |
| **F. EDUCATION LEARNING & RESEARCH** | F1.1.1 | Identify learning and development needs of the organisation | LSILADD01<br>Identify collective learning and development needs<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3167 |
| | F1.1.2 | Design learning and development programmes | LSILADD03<br>Plan and prepare learning and development programmes<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3169 |
| | F5.4 | Determine resources required to implement research and development proposal | R&D4<br>Determine resources required to implement a research and development proposal<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2442 |

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| | F6.1 | Conduct investigations in a research and development topic | R&D8<br>Conduct investigations in selected research and development topics<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2448 |
| | F6.2 | Interpret results of research and development activities | R&D9<br>Collate and analyse data relating to research<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2452 |
| | F6.2 | (Contd..) Interpret results of research and development activities | R&D10<br>Interpret results of research and development activities<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2453 |
| | F6.3 | Act on research and development findings | R&D12<br>Present findings of research and development activities in written form<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2456 |
| | | | R&D13<br>Present findings of research and development activities orally<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2458 |
| | | | R&D14<br>Translate research and development findings into practice<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2459 |
| | | | R&D15<br>Evaluate and report on the application of research and development findings within practice<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2460 |
| **H. MANAGEMENT & ADMINISTRATION** | H1.1.1 | Manage operational plans for an area of responsibility | CFAM&LBA9<br>Develop operational plans<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3771 |
| | | | CFAM&LFA2<br>Implement operational plans<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3772 |
| | H1.1.5 | Provide leadership | CFAM&LBA2<br>Provide leadership in your area of responsibility<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3777 |
| | H1.1.6 | Manage business risk | CFAM&LBB1<br>Manage risks to your organisation<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3781 |
| | H1.1.7 | Manage demands for services | SFJHF31<br>Assess and agree priorities for services and resources<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3313 |
| | H1.1.9 | Manage public relations | SFJCPS 1.1<br>Engage with service users<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3273 |
| | H1.2.2 | Lead change | CFAM&LCA3<br>Engage people in change<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3784 |

| | H1.3.1 | Contribute to the effectiveness of teams | CM C5<br>Build a partnership between the team, patients and carers<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/1836 |
|---|---|---|---|
| | | | GEN44<br>Liaise between primary, secondary and community teams<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2222 |
| | H1.3.1 | (Contd..) Contribute to the effectiveness of teams | CFAM&LDB2<br>Allocate work to team members<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3791 |
| | H1.3.3 | Manage multi-agency collaborative working | GEN27<br>Develop, sustain and evaluate collaborative working with other organisations<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2206 |
| | H2.6 | Receive and pass on messages and information | SCDHSC3115<br>Process information for use in decision-making<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3411 |
| | | | CFABAA621<br>Make and receive telephone calls<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3693 |
| | H3.3 | Manage a budget | CFAM&LEA4<br>Manage budgets<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3794 |

**Facets of Role (National Occupational Standards):**

| Underpinning Principle | Reference Function | Competence |
|---|---|---|
| | None Assigned | |

**Locality Specific Competences / National Occupational Standards:**

| Underpinning Principle | Reference Function | Competence |
|---|---|---|
| | None Assigned | |

## Indicative Learning and Development

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|---|---|
| **Transferable role** | **Acute Oncology Specialist Practitioner** |
| **Formal endorsed learning** | |
| **Informal learning** | |
| **Summary of learning and development including aims and objectives** | |
| **Duration** | |
| **National Occupational Standards used** | |
| **Credits (including framework used)** | |
| **Accreditation** | |
| **APEL and progression** | |
| **Programme structure** | |
| **Continuous Professional Development** | Non specified |
| **Resources required, e.g. placement learning, preceptors, accredited assessors etc** | |
| **Quality Assurance** | |
| **Policies included in learning programme documentation** | |
| **Funding** | |
| **Leading to registration or membership with:** | |

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