Transferable Role Template

Career Framework Level 8

Consultant Nurse Practitioner Hospice Services
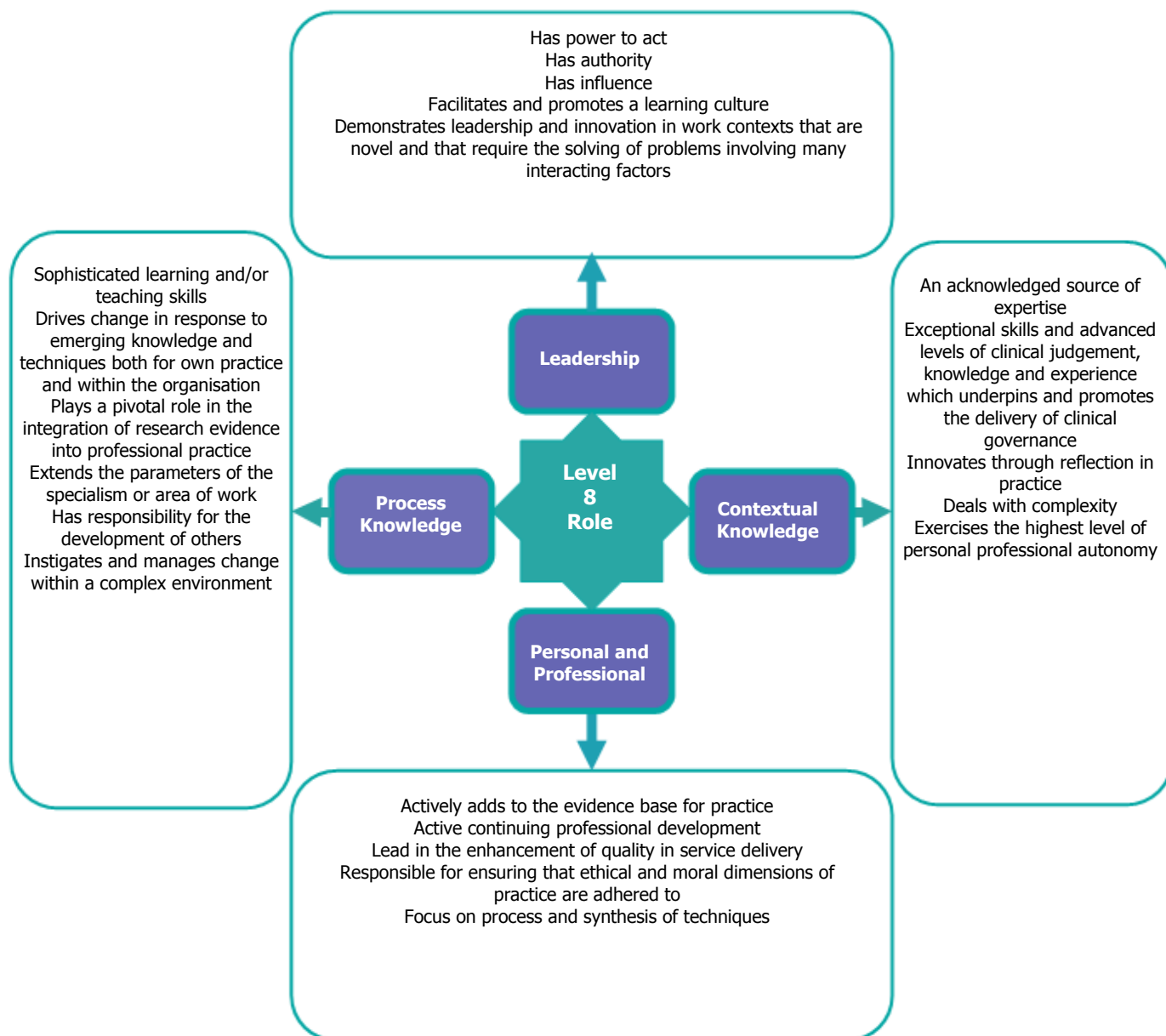
Level Descriptors

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

Level 8 Role

Process Knowledge

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	**Consultant Nurse Practitioner Hospice Services**
Area of work	Community NHS Or Local Authority Or Independent, End Of Life Care
Role Family	Nursing
Experience required	Considerable experience in palliative care
Career Framework Level	8

Summary of Role

The consultant nurse practitioner (CNP) is an expert practitioner in palliative care with a high level of responsibility for the development and delivery of clinical services

Scope of the Role

Palliative care is the provision of expert assessment, advice, care and support for patients with active and/or progressive life-limiting illness, and who are experiencing difficulties relating to their disease, disease progression, treatment, prognosis, and this may include end-of-life care. Palliative care is not disease specific and provides care for those experiencing disease such as end stage organ failure (e.g. renal or heart failure), respiratory disease, cancer, advanced progressive neurological disease and end-stage dementia. Palliative care incorporates the physical, social, psychological and spiritual needs of patients and carers.

The consultant nurse practitioner (CNP) is an expert practitioner in palliative care with a high level of responsibility for the development and delivery of clinical services. The post holder will demonstrate substantial leadership and innovation, driving the research agenda to support complex clinical need, in addition to developing policy and service design.

The CNP will spend a significant amount of time in direct patient care and apply a highly specialised theoretical and practical knowledge over a wide range of clinical, scientific, technical and management functions, with an emphasis on bridging the gap between community and in-patient services. The CNP will utilise exceptional communication skills and an advanced level of clinical judgement to be able to lead on admissions to the hospice in-patient unit, including out-of-hours cover for patients already known to the service. The post holder will need to be an independent nurse prescriber and have completed Masters level study.

A key requirement of the CNP role is the creation and interpretation of new knowledge through research. The post holder will lead by example in developing innovative solutions to problems, based on original research, and there is an expectation that the CNP will initiate and carry out research, ensuring that current research findings are used by staff to inform practice. The CNP may have responsibility for research and development, and will have a key role in the education and training of others to facilitate and promote a learning culture. It is recognised that this role requires critical thinking at the highest level, as it redefines knowledge and professional practice within hospice services. The CNP will be expected to develop and influence policy and service developments and have a key role in directing and influencing commissioning/service provision.

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

All competences are national occupational standards (NOS)

Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and health functional map and added to the template using the same format.

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 Communicate effectively in a healthcare environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3001
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice http://tools.skillsforhealth.org.uk/competence/show/html/id/376
			CFAM&LAA3 Develop and maintain your professional networks http://tools.skillsforhealth.org.uk/competence/show/html/id/3770
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
			SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415
	2.2.1	Support the development of the knowledge and practice of individuals	SCDHSC0043 Take responsibility for the continuing professional development of yourself and others 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 Perform hand hygiene to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3309
			PROHSS1 Make sure your own actions reduce risks to health and safety http://tools.skillsforhealth.org.uk/competence/show/html/id/3327
			PMWRV1 Make sure your actions contribute to a positive and safe working culture http://tools.skillsforhealth.org.uk/competence/show/html/id/4027
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3518
4. SERVICE IMPROVEMENT	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement 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 Act within the limits of your competence and authority http://tools.skillsforhealth.org.uk/competence/show/html/id/85
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities 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 Uphold the rights of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3506
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals 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 Comply with legal requirements for maintaining confidentiality in healthcare 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 Store and retrieve information using a filing system http://tools.skillsforhealth.org.uk/competence/show/html/id/4104
H. MANAGEMENT & ADMINISTRATION	H1.2.4	Implement change	CFAM&LCA4 Implement change http://tools.skillsforhealth.org.uk/competence/show/html/id/3786
	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams http://tools.skillsforhealth.org.uk/competence/show/html/id/3509
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues http://tools.skillsforhealth.org.uk/competence/show/html/id/3787
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications 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	CHS126 Conduct handover between healthcare personnel http://tools.skillsforhealth.org.uk/competence/show/html/id/166
			CHS48 Communicate significant news to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2216
			GEN62 Collate and communicate health information to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2317
	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition http://tools.skillsforhealth.org.uk/competence/show/html/id/377

			CHS104 Brief the team for an individual's health intervention http://tools.skillsforhealth.org.uk/competence/show/html/id/2052
			CHS56 Provide clinical information to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2232
			CHS174 Advise and inform others on services http://tools.skillsforhealth.org.uk/competence/show/html/id/2316
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.2	Reflect on your own practice	LSILADD10 Reflect on, develop and maintain own skills and practice in learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3176
	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296
	2.2.1	Support the development of the knowledge and practice of individuals	GEN35 Provide supervision to other individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2295
	2.2.1	(Contd..) Support the development of the knowledge and practice of individuals	GEN131 Support and challenge teams and agencies on specific aspects of their practice http://tools.skillsforhealth.org.uk/competence/show/html/id/3897
4. SERVICE IMPROVEMENT	4.7	Contribute to improving services	CFACSD9 Promote continuous improvement 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 Improve the quality of health and healthcare interventions and services through audit and evaluation 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 Establish quality policy and quality assurance systems for the delivery of a service or function http://tools.skillsforhealth.org.uk/competence/show/html/id/2311
6. EQUALITY & DIVERSITY	6.2	Promote equality of opportunity and diversity	GEN109 Promote peoples' rights and encourage them to recognise their responsibilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3875
A. ASSESSMENT	A2.1	Plan assessment of an individual's health status	CHS38 Plan assessment of an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/1040
	A2.3	Assess an individual with a suspected health condition	CHS40 Establish a diagnosis of an individual's health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/220

			CHS39 Assess an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/221
			CHS168 Obtain a patient/client history http://tools.skillsforhealth.org.uk/competence/show/html/id/2819
	A2.4	Assess an individual's needs arising from their health status	CHS178 Determine investigations required to meet clinical need http://tools.skillsforhealth.org.uk/competence/show/html/id/2321
	A2.5	Agree courses of action following assessment	CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2219
	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	CHS121 Prioritise treatment and care for individuals according to their health status and needs http://tools.skillsforhealth.org.uk/competence/show/html/id/423
	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	CHS41 Determine a treatment plan for an individual http://tools.skillsforhealth.org.uk/competence/show/html/id/219
			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
	B3.1.2	Enable individuals to make health choices and decisions	PE1 Enable individuals to make informed health choices and decisions http://tools.skillsforhealth.org.uk/competence/show/html/id/2101

	B3.4.1	Receive and direct requests for health care assistance using protocols and guidelines	CHS59 Respond to referrals of individuals with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2235
	B3.4.2	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/2262
	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
	B3.6.2	Monitor an individual's progress in managing health conditions	CHS92 Review and monitor a patient's nutritional wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2257
	B5.1	Obtain specimens from individuals	CHS132.2012 Obtain venous blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/3383
	B7	Interpret and report on findings from investigations	CHS83 Interpret the findings of healthcare investigations http://tools.skillsforhealth.org.uk/competence/show/html/id/2249
	B8.2	Investigate system/organ function	CHS54 Verify an expected death http://tools.skillsforhealth.org.uk/competence/show/html/id/2231
	B11.1	Insert and secure medical devices to enable administration or drainage of fluids/air/other substances	CHS103 Administer a transfusion of blood / blood products http://tools.skillsforhealth.org.uk/competence/show/html/id/804
			CHS22 Perform intravenous cannulation http://tools.skillsforhealth.org.uk/competence/show/html/id/900
	B11.2	Maintain fluid levels and balance in individuals	CHS23 Carry out intravenous infusion http://tools.skillsforhealth.org.uk/competence/show/html/id/294
	B11.2	(Contd..) Maintain fluid levels and balance in individuals	CHS50 Monitor infusions delivered subcutaneously by a syringe driver or infusion device http://tools.skillsforhealth.org.uk/competence/show/html/id/2227

			CHS165 Manage fluid levels and balance http://tools.skillsforhealth.org.uk/competence/show/html/id/2794
	B11.3	Establish and maintain pain relief	CHS164 Manage pain relief for an individual http://tools.skillsforhealth.org.uk/competence/show/html/id/2793
	B13.5	Remove health care resources/materials	CHS51 Discontinue infusions delivered subcutaneously and remove syringe driver or infusion device http://tools.skillsforhealth.org.uk/competence/show/html/id/2228
	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
	B14.2	Implement care plans/programmes	CM I1 Manage a patient caseload which achieves the best possible outcomes for the individual http://tools.skillsforhealth.org.uk/competence/show/html/id/1866
			GEN79 Coordinate the progress of individuals through care pathways http://tools.skillsforhealth.org.uk/competence/show/html/id/2723
			SCDHSC0415 Lead the service delivery planning process to achieve outcomes for individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3487
	B15.1	Prescribe medication and treatments for individuals	CM A7 Prescribe medication for individuals with a long term condition http://tools.skillsforhealth.org.uk/competence/show/html/id/1822
	B15.6	Administer medication to individuals	CHS3 Administer medication to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/356
			CHS49 Deliver subcutaneous treatments using syringe drivers or infusion devices http://tools.skillsforhealth.org.uk/competence/show/html/id/2226
			CHS78 Administer oxygen safely and effectively http://tools.skillsforhealth.org.uk/competence/show/html/id/2597
	B15.7	Administer nutritional products to individuals	CHS147 Administer oral nutritional products to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2740
	B15.9	Manage an individuals medication to achieve optimum outcomes	PHARM29 Take a medication history http://tools.skillsforhealth.org.uk/competence/show/html/id/2784
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3531

	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	CM D5 Enable patients to access psychological support http://tools.skillsforhealth.org.uk/competence/show/html/id/1842
	B16.4	(Contd..) Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0343 Support individuals to live at home http://tools.skillsforhealth.org.uk/competence/show/html/id/3447
			SCDHSC0426 Empower families, carers and others to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3494
			CHS239 Enable individuals to use assistive devices and assistive technology http://tools.skillsforhealth.org.uk/competence/show/html/id/3912
	B16.5	Support individuals and carers to cope with the emotional and psychological aspects of healthcare activities	SCDHSC0350 Support the spiritual well-being of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3454
	B17	Work in collaboration with carers in the caring role	SCDHSC0427 Assess the needs of carers and families http://tools.skillsforhealth.org.uk/competence/show/html/id/3495
	B18.1	Support individuals through the process of dying	SCDHSC0385 Support individuals at the end of life http://tools.skillsforhealth.org.uk/competence/show/html/id/3471
	B18.2	Conduct last offices for the deceased	SCDHSC0239 Contribute to the care of a deceased person http://tools.skillsforhealth.org.uk/competence/show/html/id/3508
C. HEALTH PROMOTION & PROTECTION	C1.2.2	Implement strategies to promote individuals' health and wellbeing	PHS15 Implement strategies for putting policies to improve health and wellbeing into effect http://tools.skillsforhealth.org.uk/competence/show/html/id/2477

D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.1	Collect and validate data and information for processing	PHP10 Collect and link data and information about the health and wellbeing and related needs of a defined population http://tools.skillsforhealth.org.uk/competence/show/html/id/2410
F. EDUCATION LEARNING & RESEARCH	F1.1.2	Design learning and development programmes	LSILADD03 Plan and prepare learning and development programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/3169
	F5.2	Identify and recommend sources of funding for selected research and development topic	R&D2 Identify and recommend sources of funding for selected research and development topics http://tools.skillsforhealth.org.uk/competence/show/html/id/2438
	F5.3	Design and formulate specific research and development proposal	R&D3 Design and formulate a research and development proposal http://tools.skillsforhealth.org.uk/competence/show/html/id/2439
	F5.4	Determine resources required to implement research and development proposal	R&D4 Determine resources required to implement a research and development proposal http://tools.skillsforhealth.org.uk/competence/show/html/id/2442
	F5.5	Obtain approval for selected research and development activities	R&D5 Obtain approval for selected research and development activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2444
	F6.1	Conduct investigations in a research and development topic	R&D8 Conduct investigations in selected research and development topics http://tools.skillsforhealth.org.uk/competence/show/html/id/2448
	F6.2	Interpret results of research and development activities	R&D9 Collate and analyse data relating to research http://tools.skillsforhealth.org.uk/competence/show/html/id/2452
			R&D10 Interpret results of research and development activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2453
	F6.3	Act on research and development findings	R&D12 Present findings of research and development activities in written form http://tools.skillsforhealth.org.uk/competence/show/html/id/2456
			R&D13 Present findings of research and development activities orally http://tools.skillsforhealth.org.uk/competence/show/html/id/2458

			R&D14 Translate research and development findings into practice http://tools.skillsforhealth.org.uk/competence/show/html/id/2459
	F6.3	(Contd..) Act on research and development findings	R&D15 Evaluate and report on the application of research and development findings within practice http://tools.skillsforhealth.org.uk/competence/show/html/id/2460
H. MANAGEMENT & ADMINISTRATION	H1.1.5	Provide leadership	CFAM&LBA2 Provide leadership in your area of responsibility http://tools.skillsforhealth.org.uk/competence/show/html/id/3777
	H1.1.6	Manage business risk	CFAM&LBB1 Manage risks to your organisation http://tools.skillsforhealth.org.uk/competence/show/html/id/3781
	H1.1.9	Manage public relations	SFJCPS 1.1 Engage with service users http://tools.skillsforhealth.org.uk/competence/show/html/id/3273
	H1.2.2	Lead change	CFAM&LCA3 Engage people in change http://tools.skillsforhealth.org.uk/competence/show/html/id/3784
	H1.3.1	Contribute to the effectiveness of teams	CM C5 Build a partnership between the team, patients and carers http://tools.skillsforhealth.org.uk/competence/show/html/id/1836
			GEN44 Liaise between primary, secondary and community teams http://tools.skillsforhealth.org.uk/competence/show/html/id/2222
			CFAM&LDB2 Allocate work to team members http://tools.skillsforhealth.org.uk/competence/show/html/id/3791
	H1.3.3	Manage multi-agency collaborative working	GEN27 Develop, sustain and evaluate collaborative working with other organisations http://tools.skillsforhealth.org.uk/competence/show/html/id/2206
	H1.5.7	Manage information and knowledge	LSIILARD7v2 Foster knowledge management culture, behaviours and skills http://tools.skillsforhealth.org.uk/competence/show/html/id/3053
	H2.6	Receive and pass on messages and information	SCDHSC3115 Process information for use in decision-making http://tools.skillsforhealth.org.uk/competence/show/html/id/3411

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

Transferable roles may be underpinned by a range of learning and development activities to ensure both competence and role confidence. The learning and development included within the template is by nature indicative. In some cases it is endorsed by professional bodies and/or special interest groups and accredited by an awarding body.

Transferable role	Consultant Nurse Practitioner Hospice Services
Formal endorsed learning	Registered practitioner, normally with the NMC Learning will be at Masters level or above for some aspects of the role - Nurse prescriber qualification - Advanced assessment qualification - Degree/Masters in Palliative Care/PhD/MPhil or working towards if required by the organisation (or elements of PhD learning/level) - Level 4 assessor or equivalent. - Work based learning / assessing qualification; some may already have teaching qualification ENB 998 or C&G 730 or equivalent. - Management/research qualification at M level - Advanced assessment and diagnostic reasoning M level module or equivalent
Informal learning	A range of informal learning opportunities will supplement the formal modular learning. These could include: - Attendance at workshops - Use of reflective journals - Use of supervision - Job shadowing / shadow researchers - Attendance only courses with reflection of learning - Coaching

Summary of learning and development including aims and objectives	Aim: Modules of learning at M level (if applicable) should include:
	- Assessment
	- Non Medical Prescribing
	- Research/Management
	Learning should enable the professional to develop their practice in order to deliver their role effectively.
Duration	Extended formulary prescribing/supplementary prescribing programmes normally are 26/27 days plus 12 days learning in practice
	Duration of other learning will be variable depending upon the programme of learning and assessment/research module at M level/PhD/MPhil
National Occupational Standards used	Learning should relate to the national occupational standards outlined above
	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop generic learning outcomes for each module/unit of learning.
	Other useful NOS are: (Please note these NOS may have been updated)
	GEN21 Interact with individuals using telecommunication
	CFMA&LDB4 Manage peoples performance at work
	SFJHF26 Contribute to the development and promotion of the organisation and its services
	CFAM&LDB9 Promote staff well being
	CHS7.2012 Obtain and test specimens from individuals
	CHS17.2012 Carry out extended feeding techniques to ensure individuals nutritional and fluid intake
	SCDHSC0443 Procure services for individuals
	CFAM&LEA4 Manage budgets

Credits (including framework used)	Wherever possible learning should be credit rated to facilitate portability of learning and progression, though at this level this may not always be appropriate - Extended formulary prescribing/supplementary prescribing normally attracts 30 credits - Work based learning and assessment may attract 20 credits - Research/management module usually 30 credits
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar
APEL and progression	All learning should be eligible for APEL and lead towards a formal qualification to ensure transferability.
Programme structure	A blended approach to learning with defined work based elements where theory is applied to practice and assessed in practice.
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Formal, protected study time Registered prescriber for the extended formulary prescribing/supplementary prescribing programme/update. Coaching Research supervision
Quality Assurance	Formal learning will be covered by quality assurance systems in place with the awarding body or HEI provider.
Policies included in learning programme documentation	For example: Equal opportunities, Accessibility Teaching and learning Assessment, internal verification and moderation Appeals procedure APEL processes Staff development Academic standards Equality and diversity Safeguarding Health and safety Grievance and disciplinary procedures
Funding	To be agreed locally

Leading to registration or membership with:	N/A

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