



National Acute Oncology Competency Passports

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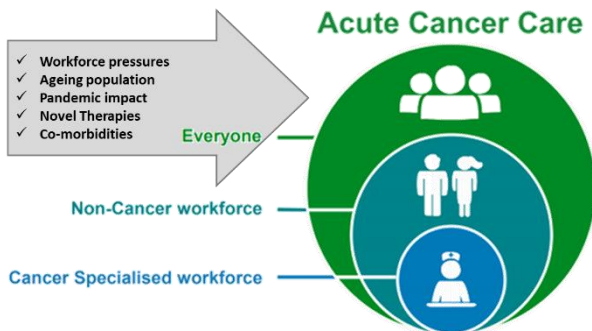
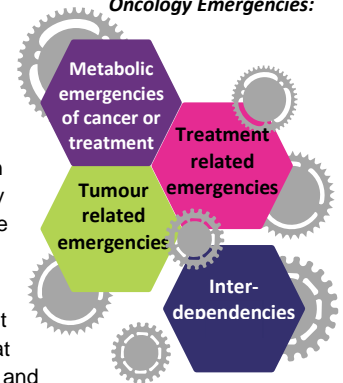
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Background

National acute oncology education aligning to the UKONS AO Knowledge & Skills Guidance (2018) exists; however standardised competence assessment documents are yet to be created. Following successes UKONS SACT Passport (UKONS, 2017), this project will develop Acute Oncology Competence Assessment Passports with a similar structure and underlying methodology. There will be four versions corresponding to specific levels of practice; (Benner, 1984), which will be piloted across the four nations with a multidisciplinary scope.

AO emergencies are often interlinked, and a variety of factors are creating increasingly complex patient groups. Acute Oncology Services have therefore never been more important in reducing risk through prompt recognition of red flags and initial management of emergency presentations to improve patient outcomes. The passports, by spanning a range of roles and disciplines, aim to contribute to developing a knowledgeable and skilled workforce for all health professionals that treat and care for patients with an acute oncology indication.

Classification of Acute Oncology Emergencies:



As oncology patients presenting as an emergency are at higher risk than those without a cancer diagnosis, it is important to ensure that robust competencies are in place across acute and cancer services to optimise outcomes for patients with cancer.

Patients have interactions with many different individuals throughout their treatment journey, so it is important to recognise that **AO knowledge and skills are relevant to everyone's role** to make every contact count.



Examples of some of the factors adding to the complexities of acute cancer care and the overlapping roles involved in the care of AO patients.

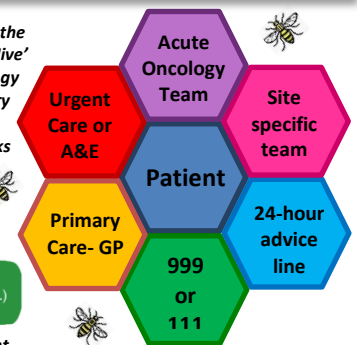
The four levels of practice within the UKONS Acute Oncology Knowledge & Skills Guidance

Aims

The project aims to contribute to developing a knowledgeable and skilled workforce for all health professionals that treat and care for patients with an acute oncology indication to ensure that cancer services are fit for purpose and optimise outcomes for patients with cancer. Linking to the ACCEND framework goals (Potter & Taylor, 2022) to provide transformational reform within the cancer workforce, the project will:

- Deliver multi-disciplinary education across the four nations
- Improve patient safety by raising awareness of cancer-related emergencies
- Enhance communication & collaboration throughout patient pathways

Patient care at the centre of the 'Hive' of acute oncology multidisciplinary working across service networks



Level 1
Macmillan virtual classroom & e-learning: Introduction to Acute Oncology

Level 2
Guy's Cancer Academy open access e-learning funded by SELCA HEE

Level 3
Accredited e-learning module. E.g. Guy's Cancer Academy/ King's College London BSc/MSc module

Level 4
Macmillan work-based learning (EWBL) MSc Module

Existing AO educational offerings aligned to the four levels of practice outlined in the UKONS AO Knowledge & Skills Guidance document

Methodology & Initial Updates



Reiterative feedback from stakeholders will guide the passport development. Pilot sites will be identified across a range of working environments involved in the care of AO patients to gather a wide range of MDT feedback. Evaluation will be framed within the Kirkpatrick Model.

Stages within the Kirkpatrick model used to evaluate educational training programmes

This project will provide cohesive and standardised competence assessment documents to evidence acute oncology skills and knowledge across four levels of multidisciplinary practice. Results will be reported following the pilot of these novel competence assessment documents.

Following the completion of the level 1 stakeholder group the draft was reviewed and multidisciplinary and four nations representation ensured relevance to target scope. Draft amendments were made following the stakeholder workshop with a focus on both the question style and content and confirming applicability to all staff groups working within level 1 roles.

The feedback method was discussed, and participants felt active discussion brought more benefits to thorough content review than via email correspondence. The group consensus was to continue with the workshop format for further scheduled reviews.

References:

Benner P (1984) *From Novice to Expert, Excellence and Power in Clinical Nursing Practice*. Menlo-Park: Addison Wesley Publishing Company.
Kirkpatrick, D. L. (1994). *Evaluating Training Programs - The Four Levels*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
Potter, L., Taylor, V. (2022) Securing future cancer care. *British Journal of Nursing*, 31(5): S3
UK Oncology Nursing Society and Macmillan Cancer Support (2018) *Acute Oncology Knowledge and Skills Guidance*. Version 1. Available Online: ukon1905_skills_framework_-_updated_changes_18_07_19.pdf (ukons.org) [Accessed on: 21st July 2022].