

# RCN Competencies: Caring for Infants, Children and Young People Requiring Palliative Care

RCN Competencies





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1. Communicating effectively with children and young people with palliative care needs	8
2. Providing multidisciplinary holistic care to children and young people with palliative care needs in any care setting (hospital, hospice, home or other community setting)	12
3. Working with primary carers and health care professionals to identify and manage symptoms	16
4. Sustaining self and the wellbeing of others when caring and supporting children/ young people and families with their grief, loss and bereavement	21



A competence framework describes the range

# Framework

This framework builds on, but does not duplicate, core competence frameworks for nursing staff working with infants, children and young people. It sets out the specific competencies, performance and knowledge/understanding required to provide palliative care to a high quality. The framework draws on the most recent evidence-based standards and guidance, as well as more general evidence-based resources, and these are listed in the contextual factors column of the competence tables as supporting evidence for specific elements of the framework.

Initial drafting and review of the competences was undertaken by members of the RCN children's and young people's (CYP) palliative care community with expertise in this field and who work in a range of care settings across the UK. The contributors then undertook a consensus process to agree the content and level descriptions before RCN staff reviewed the final draft framework to check alignment with other relevant core competences, particularly those related to health care assistants and assistant practitioners.



The detailed competence tables that follow have been structured to enable individuals to locate their current level of expertise in four dimensions.

1. Communicating effectively with children and young people with palliative care needs.
2. Providing multidisciplinary holistic care to children and young people with palliative care needs in any care setting (hospital, hospice, the home, school or other community setting).
3. Working with primary carers and health care professionals to identify and manage symptoms.
4. Sustaining self and the wellbeing of others when caring and supporting children/young people and families with their grief, loss and bereavement.

With the support of supervisors/managers, individuals can use this document to develop a learning and development plan that will provide further experiences and opportunities for learning, and to reflect on learning, to achieve higher levels of competence.

1. Communicating effectively with children and young people with palliative care needs

Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>Communicating effectively with children and young people with palliative care needs</p>	<p>Communicating effectively with children and young people with palliative care needs</p>	<p>Communicating effectively with children and young people with palliative care needs</p>	<p>Communicating effectively with children and young people with palliative care needs</p>	<p>Communicating effectively with children and young people with palliative care needs</p>

Mean



Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>M</p> <p>1.1.1</p> <p>1.1.2</p> <p>1.1.3</p> <p>1.1.4</p> <p>1.1.5</p> <p>1.1.6</p> <p>1.1.7</p> <p>1.1.8</p> <p>1.1.9</p> <p>1.1.10</p> <p>1.1.11</p> <p>1.1.12</p> <p>1.1.13</p> <p>1.1.14</p> <p>1.1.15</p> <p>1.1.16</p> <p>1.1.17</p> <p>1.1.18</p> <p>1.1.19</p> <p>1.1.20</p> <p>1.1.21</p> <p>1.1.22</p> <p>1.1.23</p> <p>1.1.24</p> <p>1.1.25</p> <p>1.1.26</p> <p>1.1.27</p> <p>1.1.28</p> <p>1.1.29</p> <p>1.1.30</p> <p>1.1.31</p> <p>1.1.32</p> <p>1.1.33</p> <p>1.1.34</p> <p>1.1.35</p> <p>1.1.36</p> <p>1.1.37</p> <p>1.1.38</p> <p>1.1.39</p> <p>1.1.40</p> <p>1.1.41</p> <p>1.1.42</p> <p>1.1.43</p> <p>1.1.44</p> <p>1.1.45</p> <p>1.1.46</p> <p>1.1.47</p> <p>1.1.48</p> <p>1.1.49</p> <p>1.1.50</p> <p>1.1.51</p> <p>1.1.52</p> <p>1.1.53</p> <p>1.1.54</p> <p>1.1.55</p> <p>1.1.56</p> <p>1.1.57</p> <p>1.1.58</p> <p>1.1.59</p> <p>1.1.60</p> <p>1.1.61</p> <p>1.1.62</p> <p>1.1.63</p> <p>1.1.64</p> <p>1.1.65</p> <p>1.1.66</p> <p>1.1.67</p> <p>1.1.68</p> <p>1.1.69</p> <p>1.1.70</p> <p>1.1.71</p> <p>1.1.72</p> <p>1.1.73</p> <p>1.1.74</p> <p>1.1.75</p> <p>1.1.76</p> <p>1.1.77</p> <p>1.1.78</p> <p>1.1.79</p> <p>1.1.80</p> <p>1.1.81</p> <p>1.1.82</p> <p>1.1.83</p> <p>1.1.84</p> <p>1.1.85</p> <p>1.1.86</p> <p>1.1.87</p> <p>1.1.88</p> <p>1.1.89</p> <p>1.1.90</p> <p>1.1.91</p> <p>1.1.92</p> <p>1.1.93</p> <p>1.1.94</p> <p>1.1.95</p> <p>1.1.96</p> <p>1.1.97</p> <p>1.1.98</p> <p>1.1.99</p> <p>1.1.100</p>	<p>E</p> <p>2.1.1</p> <p>2.1.2</p> <p>2.1.3</p> <p>2.1.4</p> <p>2.1.5</p> <p>2.1.6</p> <p>2.1.7</p> <p>2.1.8</p> <p>2.1.9</p> <p>2.1.10</p> <p>2.1.11</p> <p>2.1.12</p> <p>2.1.13</p> <p>2.1.14</p> <p>2.1.15</p> <p>2.1.16</p> <p>2.1.17</p> <p>2.1.18</p> <p>2.1.19</p> <p>2.1.20</p> <p>2.1.21</p> <p>2.1.22</p> <p>2.1.23</p> <p>2.1.24</p> <p>2.1.25</p> <p>2.1.26</p> <p>2.1.27</p> <p>2.1.28</p> <p>2.1.29</p> <p>2.1.30</p> <p>2.1.31</p> <p>2.1.32</p> <p>2.1.33</p> <p>2.1.34</p> <p>2.1.35</p> <p>2.1.36</p> <p>2.1.37</p> <p>2.1.38</p> <p>2.1.39</p> <p>2.1.40</p> <p>2.1.41</p> <p>2.1.42</p> <p>2.1.43</p> <p>2.1.44</p> <p>2.1.45</p> <p>2.1.46</p> <p>2.1.47</p> <p>2.1.48</p> <p>2.1.49</p> <p>2.1.50</p> <p>2.1.51</p> <p>2.1.52</p> <p>2.1.53</p> <p>2.1.54</p> <p>2.1.55</p> <p>2.1.56</p> <p>2.1.57</p> <p>2.1.58</p> <p>2.1.59</p> <p>2.1.60</p> <p>2.1.61</p> <p>2.1.62</p> <p>2.1.63</p> <p>2.1.64</p> <p>2.1.65</p> <p>2.1.66</p> <p>2.1.67</p> <p>2.1.68</p> <p>2.1.69</p> <p>2.1.70</p> <p>2.1.71</p> <p>2.1.72</p> <p>2.1.73</p> <p>2.1.74</p> <p>2.1.75</p> <p>2.1.76</p> <p>2.1.77</p> <p>2.1.78</p> <p>2.1.79</p> <p>2.1.80</p> <p>2.1.81</p> <p>2.1.82</p> <p>2.1.83</p> <p>2.1.84</p> <p>2.1.85</p> <p>2.1.86</p> <p>2.1.87</p> <p>2.1.88</p> <p>2.1.89</p> <p>2.1.90</p> <p>2.1.91</p> <p>2.1.92</p> <p>2.1.93</p> <p>2.1.94</p> <p>2.1.95</p> <p>2.1.96</p> <p>2.1.97</p> <p>2.1.98</p> <p>2.1.99</p> <p>2.1.100</p>	<p>K</p> <p>3.1.1</p> <p>3.1.2</p> <p>3.1.3</p> <p>3.1.4</p> <p>3.1.5</p> <p>3.1.6</p> <p>3.1.7</p> <p>3.1.8</p> <p>3.1.9</p> <p>3.1.10</p> <p>3.1.11</p> <p>3.1.12</p> <p>3.1.13</p> <p>3.1.14</p> <p>3.1.15</p> <p>3.1.16</p> <p>3.1.17</p> <p>3.1.18</p> <p>3.1.19</p> <p>3.1.20</p> <p>3.1.21</p> <p>3.1.22</p> <p>3.1.23</p> <p>3.1.24</p> <p>3.1.25</p> <p>3.1.26</p> <p>3.1.27</p> <p>3.1.28</p> <p>3.1.29</p> <p>3.1.30</p> <p>3.1.31</p> <p>3.1.32</p> <p>3.1.33</p> <p>3.1.34</p> <p>3.1.35</p> <p>3.1.36</p> <p>3.1.37</p> <p>3.1.38</p> <p>3.1.39</p> <p>3.1.40</p> <p>3.1.41</p> <p>3.1.42</p> <p>3.1.43</p> <p>3.1.44</p> <p>3.1.45</p> <p>3.1.46</p> <p>3.1.47</p> <p>3.1.48</p> <p>3.1.49</p> <p>3.1.50</p> <p>3.1.51</p> <p>3.1.52</p> <p>3.1.53</p> <p>3.1.54</p> <p>3.1.55</p> <p>3.1.56</p> <p>3.1.57</p> <p>3.1.58</p> <p>3.1.59</p> <p>3.1.60</p> <p>3.1.61</p> <p>3.1.62</p> <p>3.1.63</p> <p>3.1.64</p> <p>3.1.65</p> <p>3.1.66</p> <p>3.1.67</p> <p>3.1.68</p> <p>3.1.69</p> <p>3.1.70</p> <p>3.1.71</p> <p>3.1.72</p> <p>3.1.73</p> <p>3.1.74</p> <p>3.1.75</p> <p>3.1.76</p> <p>3.1.77</p> <p>3.1.78</p> <p>3.1.79</p> <p>3.1.80</p> <p>3.1.81</p> <p>3.1.82</p> <p>3.1.83</p> <p>3.1.84</p> <p>3.1.85</p> <p>3.1.86</p> <p>3.1.87</p> <p>3.1.88</p> <p>3.1.89</p> <p>3.1.90</p> <p>3.1.91</p> <p>3.1.92</p> <p>3.1.93</p> <p>3.1.94</p> <p>3.1.95</p> <p>3.1.96</p> <p>3.1.97</p> <p>3.1.98</p> <p>3.1.99</p> <p>3.1.100</p>		


Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	F	<p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p> <p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p>			
	A	<p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p> <p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p>			
	L	<p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p> <p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p>			
	D	<p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p> <p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p>			
	D	<p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p> <p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p>			
	G	<p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p> <p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p>			
	G	<p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p> <p>Apply the principles of patient safety, infection control and risk management to nursing practice.</p> <p>Identify and report potential risks to patient safety, infection control and risk management.</p>			



Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>                     1. <i>Plan</i>                      2. <i>Assess</i>                      3. <i>Implement</i>                      4. <i>Evaluate</i> </p>				




3. Working with primary carers and health care professionals to identify and manage symptoms

Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>L. Identify and understand the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p> <p>A. Assess the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p> <p>T. Identify and understand the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p>	<p>P. Identify and understand the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p> <p>A. Assess the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p> <p>T. Identify and understand the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The needs of primary carers and health care professionals in relation to identifying and managing symptoms.</li> <li>• The needs of primary carers and health care professionals in relation to identifying and managing symptoms.</li> <li>• The needs of primary carers and health care professionals in relation to identifying and managing symptoms.</li> </ul> <p>Adm60i,ni s (c8)-20D17.8 ( )1603 in.5 <a href="#">http://med7</a></p>	<p>EMC <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/></p>	<p>EMC <input checked="" type="checkbox"/> BDC <input checked="" type="checkbox"/> EFF <input checked="" type="checkbox"/></p>



Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>P</p> <p>B</p>	<p>E</p> <p>A</p> <p>D</p>	<p>P</p>		

Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>Lead, coordinate and manage the care of patients with a life-limiting illness, to include the identification and implementation of appropriate services, and ensuring that the patient has access to the appropriate services, and that the patient's needs are met. This includes ensuring that the patient's needs are met, and that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p> <p>Assess and manage the patient's pain, distress and other symptoms, and ensure that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p> <p>GP</p> <p>Evaluate the patient's needs, and ensure that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p> <p>Assess and manage the patient's pain, distress and other symptoms, and ensure that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p> <p>Evaluate the patient's needs, and ensure that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p>	<p>Lead, coordinate and manage the care of patients with a life-limiting illness, to include the identification and implementation of appropriate services, and ensuring that the patient has access to the appropriate services, and that the patient's needs are met. This includes ensuring that the patient's needs are met, and that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p> <p>Assess and manage the patient's pain, distress and other symptoms, and ensure that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p> <p>GP</p> <p>Evaluate the patient's needs, and ensure that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p> <p>Assess and manage the patient's pain, distress and other symptoms, and ensure that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p> <p>Evaluate the patient's needs, and ensure that the patient is supported in a way that is appropriate to their needs, and that the patient's wishes are respected.</p>			

<p>M. N. A. ...          Practical Guidance          for the Management          of Palliative Care on          Neonatal Units          NICE Guidelines          NG [Managing          Distressing Symptoms,          End of Life Care for          Infants, Children and          Young People: Planning          and Management          Health Authority</p>	
<p>...</p>	
<p>P. ...          P. ...          L. ...          M. ...          L. ...          L. ...          L. ...          L. ...</p>	

Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p><b>T</b>ake a history and perform a physical examination of the child and young person, including the mouth, throat, chest, abdomen, and rectum, and perform a focused neurological examination.</p> <p><b>C</b>arry out a physical examination of the child and young person, including the mouth, throat, chest, abdomen, and rectum, and perform a focused neurological examination.</p> <p><b>P</b>erform a physical examination of the child and young person, including the mouth, throat, chest, abdomen, and rectum, and perform a focused neurological examination.</p>	<p><b>P</b>erform a history and physical examination of the child and young person, including the mouth, throat, chest, abdomen, and rectum, and perform a focused neurological examination.</p> <p><b>G</b>ather information from the child and young person, their family, and other healthcare professionals to identify the child and young person's needs and preferences.</p> <p><b>P</b>rovide information to the child and young person, their family, and other healthcare professionals about the child and young person's condition and the available options for care.</p> <p><b>D</b>etermine the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>L</b>iaise with the child and young person, their family, and other healthcare professionals to develop a care plan that meets the child and young person's needs and preferences.</p> <p><b>I</b>dentify the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>G</b>ather information from the child and young person, their family, and other healthcare professionals to identify the child and young person's needs and preferences.</p>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>the child and young person's condition and the available options for care</li> <li>the child and young person's needs and preferences</li> <li>the child and young person's family and other healthcare professionals</li> <li>the child and young person's legal rights</li> <li>the child and young person's cultural, religious, and ethnic beliefs</li> <li>the child and young person's social and economic circumstances</li> <li>the child and young person's psychological and emotional needs</li> <li>the child and young person's physical and functional needs</li> <li>the child and young person's spiritual and existential needs</li> <li>the child and young person's quality of life</li> <li>the child and young person's prognosis</li> <li>the child and young person's end-of-life wishes</li> <li>the child and young person's bereavement needs</li> <li>the child and young person's palliative care options</li> <li>the child and young person's palliative care services</li> <li>the child and young person's palliative care team</li> <li>the child and young person's palliative care goals</li> <li>the child and young person's palliative care outcomes</li> <li>the child and young person's palliative care evaluation</li> <li>the child and young person's palliative care research</li> <li>the child and young person's palliative care practice</li> <li>the child and young person's palliative care education</li> <li>the child and young person's palliative care leadership</li> <li>the child and young person's palliative care innovation</li> <li>the child and young person's palliative care development</li> <li>the child and young person's palliative care implementation</li> <li>the child and young person's palliative care sustainability</li> <li>the child and young person's palliative care equity</li> <li>the child and young person's palliative care justice</li> <li>the child and young person's palliative care ethics</li> <li>the child and young person's palliative care law</li> <li>the child and young person's palliative care policy</li> <li>the child and young person's palliative care strategy</li> <li>the child and young person's palliative care vision</li> <li>the child and young person's palliative care mission</li> <li>the child and young person's palliative care values</li> <li>the child and young person's palliative care principles</li> <li>the child and young person's palliative care standards</li> <li>the child and young person's palliative care best practice</li> <li>the child and young person's palliative care evidence</li> <li>the child and young person's palliative care innovation</li> <li>the child and young person's palliative care development</li> <li>the child and young person's palliative care implementation</li> <li>the child and young person's palliative care sustainability</li> <li>the child and young person's palliative care equity</li> <li>the child and young person's palliative care justice</li> <li>the child and young person's palliative care ethics</li> <li>the child and young person's palliative care law</li> <li>the child and young person's palliative care policy</li> <li>the child and young person's palliative care strategy</li> <li>the child and young person's palliative care vision</li> <li>the child and young person's palliative care mission</li> <li>the child and young person's palliative care values</li> <li>the child and young person's palliative care principles</li> <li>the child and young person's palliative care standards</li> <li>the child and young person's palliative care best practice</li> <li>the child and young person's palliative care evidence</li> </ul> <p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>take a history and perform a physical examination of the child and young person, including the mouth, throat, chest, abdomen, and rectum, and perform a focused neurological examination</li> <li>carry out a physical examination of the child and young person, including the mouth, throat, chest, abdomen, and rectum, and perform a focused neurological examination</li> <li>perform a physical examination of the child and young person, including the mouth, throat, chest, abdomen, and rectum, and perform a focused neurological examination</li> </ul>	<p><b>E</b>valuate the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>A</b>ssess the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>I</b>dentify the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>E</b>valuate the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>M</b>onitor the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>E</b>valuate the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>L</b>iaise with the child and young person, their family, and other healthcare professionals to develop a care plan that meets the child and young person's needs and preferences.</p> <p><b>A</b>ssess the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p>	<p><b>P</b>rovide information to the child and young person, their family, and other healthcare professionals about the child and young person's condition and the available options for care.</p> <p><b>A</b>ssess the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>C</b>arry out a physical examination of the child and young person, including the mouth, throat, chest, abdomen, and rectum, and perform a focused neurological examination.</p> <p><b>NICE</b> Guidelines for the Assessment and Management of Children and Young People with Life-threatening Conditions</p> <p><b>M</b>onitor the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>NG</b> (National Guidelines) for the Assessment and Management of Children and Young People with Life-threatening Conditions</p> <p><b>K</b>nowledge of the child and young person's condition and the available options for care</p> <p><b>A</b>ssess the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>P</b>rovide information to the child and young person, their family, and other healthcare professionals about the child and young person's condition and the available options for care.</p> <p><b>M</b>onitor the child and young person's needs and preferences, and discuss these with the child and young person, their family, and other healthcare professionals.</p> <p><b>P</b>rovide information to the child and young person, their family, and other healthcare professionals about the child and young person's condition and the available options for care.</p> <p><b>J</b>ournal of Palliative Care</p>

**4. Sustaining self and the wellbeing of others when caring and supporting children, young people and families with their grief, loss and bereavement**

Level	Competence	Performance criteria	Knowledge and understanding		

Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>A. Assess the needs of children and young people and their families and provide appropriate care and support</p>	<p>B. Identify the needs of children and young people and their families and provide appropriate care and support</p> <p>T. Take a history and perform a physical examination of children and young people and their families and provide appropriate care and support</p> <p>A. Assess the needs of children and young people and their families and provide appropriate care and support</p> <p>M. Monitor and evaluate the effectiveness of care and support for children and young people and their families and provide appropriate care and support</p> <p>I. Implement care and support for children and young people and their families and provide appropriate care and support</p> <p>G. Give information and advice to children and young people and their families and provide appropriate care and support</p> <p>T. Take a history and perform a physical examination of children and young people and their families and provide appropriate care and support</p>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• the needs of children and young people and their families and provide appropriate care and support</li> <li>• the signs and symptoms of end-of-life care and provide appropriate care and support</li> <li>• the principles of end-of-life care and provide appropriate care and support</li> <li>• the role of the nurse in end-of-life care and provide appropriate care and support</li> <li>• the importance of communication in end-of-life care and provide appropriate care and support</li> <li>• the importance of teamwork in end-of-life care and provide appropriate care and support</li> <li>• the importance of patient and family involvement in end-of-life care and provide appropriate care and support</li> <li>• the importance of cultural and religious beliefs in end-of-life care and provide appropriate care and support</li> <li>• the importance of ethical and legal considerations in end-of-life care and provide appropriate care and support</li> <li>• the importance of research and evidence-based practice in end-of-life care and provide appropriate care and support</li> <li>• the importance of continuous professional development in end-of-life care and provide appropriate care and support</li> </ul> <p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>• assess the needs of children and young people and their families and provide appropriate care and support</li> <li>• take a history and perform a physical examination of children and young people and their families and provide appropriate care and support</li> <li>• give information and advice to children and young people and their families and provide appropriate care and support</li> <li>• monitor and evaluate the effectiveness of care and support for children and young people and their families and provide appropriate care and support</li> <li>• implement care and support for children and young people and their families and provide appropriate care and support</li> <li>• take a history and perform a physical examination of children and young people and their families and provide appropriate care and support</li> </ul>	<p>C. Communicate effectively with children and young people and their families and provide appropriate care and support</p> <p>E. Evaluate the effectiveness of care and support for children and young people and their families and provide appropriate care and support</p> <p>F. Follow up care and support for children and young people and their families and provide appropriate care and support</p> <p>A. Assess the needs of children and young people and their families and provide appropriate care and support</p> <p>P. Provide care and support for children and young people and their families and provide appropriate care and support</p>	<p>M. Monitor and evaluate the effectiveness of care and support for children and young people and their families and provide appropriate care and support</p> <p>P. Provide care and support for children and young people and their families and provide appropriate care and support</p> <p>C. Communicate effectively with children and young people and their families and provide appropriate care and support</p> <p>A. Assess the needs of children and young people and their families and provide appropriate care and support</p> <p>Guide to End-of-life Care – Care of Children and Young People Before Death, At The Time of Death and After Death</p> <p>Advanced Care Plan and Policy</p>

Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>A...</p> <p>A...</p> <p>A...</p>	<p>A...</p> <p>D...</p> <p>A...</p> <p>P...</p> <p>E...</p>	<p>...</p> <p>...</p> <p>... <input checked="" type="checkbox"/> A ... <input checked="" type="checkbox"/> EFF ... <input checked="" type="checkbox"/> BDC ...</p>		

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Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>A ...</p> <p>M ...</p>	<p>A ...</p> <p>G ...</p> <p>E ...</p> <p>L ...</p> <p>L ...</p> <p>B ...</p> <p>A ...</p>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• ...</li> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul> <p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul>		

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