

CHILDREN'S PALLIATIVE CARE EDUCATION AND TRAINING
UNITED KINGDOM AND IRELAND

**STANDARD FRAMEWORK FOR
ADVANCE CARE PLANNING FOR CHILDREN**



CHILDREN'S PALLIATIVE CARE EDUCATION AND TRAINING
UK AND IRELAND ACTION GROUP AND CHILD AND YOUNG
PERSON'S ADVANCE CARE PLAN COLLABORATIVE

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ACKNOWLEDGEMENT

We would like to thank members of the *Advance Care Plan Patient and Public Involvement Group* for their feedback.

INTRODUCTION

The CPCET Standard Framework for Advance Care Planning for Children is an appendix to the main CPCET Education Standard Framework¹. The framework can be accessed here: <https://icpcn.org/resources/education-framework-self-audit-tool/>

The framework is not intended to regulate or limit education and training, but to provide a framework which we hope organisations, health professionals and educationalists will want to use to coordinate, and quality assure their teaching and learning around advance care planning*.

As with the main Framework, educators (in clinical and HE settings) are encouraged to design their teaching using Gabbay et al.(2014)² pyramid approach which proposes that to improve practice, technical and soft skills must be combined with learning as a team, each as a side of a pyramid, where each side must be developed at the same time to build the pyramid. Over emphasis on one aspect will hinder the development of the pyramid, and the learning. Gabbay and his colleagues point out that a secure organisational foundation is required to ensure the pyramid is built on a secure foundation.

A secure institutional commitment to children's palliative care with well-developed understanding and policies provides this foundation.

We welcome feedback on the standards and are planning an evaluation of the framework and self-audit tool. Please email feedback to Sue Neilson and Duncan Randall s.j.neilson@bham.ac.uk

The Framework has been mapped against a range of resources (Appendix 2), including NHS Universal Principles for Advance Care Planning <https://www.england.nhs.uk/publication/universal-principles-for-advance-care-planning/> and specific standards relating to advance care planning in the following documents:

- NICE NG61 <https://www.nice.org.uk/guidance/ng61>
- NICE QS160 Standard 1 <https://www.nice.org.uk/guidance/qs160>

*Throughout this document the term *advance care planning* has been used to describe anticipatory care planning and future care discussions between children receiving palliative and end of life care, their carers and their care providers.

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How to use the CPCET Standard Framework for Advance Care Planning for Children

The same four sections have been used to depict the expected levels of developing knowledge and skills: Public Health, Universal, Core and Specialist. A single level can be accessed, or people can use a range of levels to build their understanding, skills and explore values. The standards can be seen as stand-alone levels or as incremental so that a specialist is expected to have met all the learning outcomes across all the levels.

The framework does not include areas of practice informed and underpinned by professional body and NHS guidance, principles,

and standards such as diversity and competence to interpret an advance care plan. These are assumed mandatory professional practices regulated by relevant professional regulatory bodies e.g., HPC/NMC/GMC.

Learning outcomes and suggested assessment strategies have been developed in-line with Blooms Taxonomy^{3,4}, building knowledge and skills incrementally from knowledge to evaluation.



Throughout this document *child* or *children* refers to children and young people aged 0 - 18 years (including prenatal). *Carers* refers to the child's main carer, often parents or legal guardian. We understand children's palliative and end of life care to span pre/perinatal care, through the stages of childhoods and include helping young people transitioning into adult services. Thus, we expect advance care planning to be relevant to all stages and settings when and where children's palliative care is delivered and received.

The advance care planning proficiencies were designed to be used in conjunction with CPCET Education Standard Framework and adopt the principles set out in the Framework. One of which is that proficiencies are envisaged to build across the levels such that the Specialist would be able to demonstrate the proficiencies from all other levels. These proficiencies are intended to inform a standard approach to teaching and education programs and to staff development in practice. They recognise the complexity of

palliative care and where creativity and managed risks are utilised to empower people to plan for, deliver and evaluate children dying well and having good deaths. They are not intended to replace an employer's process of certifying individuals as proficient to design and record Advance Care Plans (ACP) for children and their carers.

No liability is taken for the use of this Framework in determining proficiency in undertaking an ACP assessments, designing care or recording ACPs.

Prior to undertaking independent practice in advance care planning for children a practitioner may be expected to undertake:

- Specific eLearning for Health courses.
- Attend an education program mapped to these proficiencies.
- Complete a period of supervised practice in completing ACPs for children and their carers with a colleague who is experienced in designing and constructing ACPs.

References

1. Neilson S, Randall D, McNamara K and Downing J (2021) Children's palliative care education and training: Developing an education standard framework and audit. BMC Medical Education 21:539 <https://doi.org/10.1186/s12909-021-02982-4>
2. Gabbay, J., Le May, A., Connell, C., & Klein, J. H. (2014). Skilled for improvement? Learning communities and the skills needed to improve care: An evaluative service development. London: Health Foundation.
3. Anderson, L.W. & Krathwohl, D.R. (2001). A taxonomy for teaching, learning, and assessing: A revision of Bloom's taxonomy of educational objectives. New York, NY: Longman.
4. Bloom, B.S. (1956). Taxonomy of educational objectives: The classification of educational goals. New York, NY: Longmans, Green.

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PUBLIC HEALTH

This level would address children's palliative care as a public health issue. Aspects such as social attitude to death and dying in childhood and bereavement following a child death would be explored. This would be expected to be across education, health and social care and involve other stakeholder groups concerned with children, their experience of childhood, learning and support of children, siblings, parents and other family members as well as communities affected by child death (e.g. school communities).

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Communicating effectively</p> <p>CE1 Demonstrate an understanding of the concept of advance care planning and set out the potential value and benefits to children and their carers, including understanding limitations.</p>	<p>A. Identify in general terms what is advance care planning and the potential value and benefits to children, carers, and communities.</p> <p>B. Describe the social/political and cultural context of advance care planning recognizing the various understandings and dilemmas.</p>	<p>Skills Can demonstrate asking open questions and active listening.</p> <p>Understanding History of Liverpool Care Pathway. Public involvement in palliative care. Benefits of effective communication in children's palliative care.</p> <p>Values Explores perceptions of a good death in childhood. Values other people's perceptions of childhood death.</p>	<p>Education A4 Poster presentation on the benefits of advance care planning.</p> <p>Clinical Clinical conversation or A4 poster presentation on public health palliative care.</p>
Mapped against CPCET Education Standards (2021): 1.1 & 3.2			

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>CE2 Demonstrate ability to recognise and respond to the emotional and spiritual experience involved in advance care planning.</p>	<p>List the range of responses of those involved in children’s palliative care and death in childhood, including children and their carers.</p>	<p>Skills Able to explore own reactions to death, dying and loss and observation of children and their carers grief and distress reactions.</p> <p>Understanding Children’s conceptions of death across the age-range.</p> <p>Awareness of resources to help people talk to children about loss.</p> <p>Recognition of cultural practices, religious and spiritual practice surrounding death, dying in childhood and loss.</p> <p>Patterns of bereavement following childhood death.</p> <p>Values Value cultural difference and different reactions to death, dying and loss in childhood.</p> <p>Commitment to valuing cultural, spiritual, religious and conceptual understandings of death and dying in childhood.</p>	<p>Education Written verbal reflection.</p> <p>Clinical Reflection on an incident.</p>
<p>Mapped against CPCET Education Standards (2021): 1.1</p>			

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Working with others in and across various settings</p> <p>WO1 Identify policy and practices to record and communicate advance care planning in children.</p>	<p>Identify national and local practices and systems that support the process of advance care planning.</p>	<p>Skills Locating and accessing local, national policies and resources on advance care planning, including electronic sources. Locating and accessing international sources and resources on Advance Care Plans for children.</p> <p>Understanding The importance of discussing wishes during life and at end of life and the difference that this can make to the families' experience/ outcomes during their journey. Awareness of local and national debates on death and dying in childhoods. Awareness of community activism.</p> <p>Values Commitment to human rights in children's palliative care, justice, and equality of access for children from various communities.</p>	<p>Education Written or verbal reflection on a case study.</p> <p>Clinical Verbal reflection on a case study.</p>
<p>Mapped against CPCET Education Standards (2021): 2.1</p>			
<p>Working with others in and across various settings</p> <p>WO2 Discuss the legal and ethical issues in advance care planning for children.</p>	<p>A: List appropriate sources of advice both in their location and via the internet.</p> <p>B: Identify various understandings of the value and human right to a quality of life for children.</p>	<p>Skills Identifying, locating and accessing sources of legal ethical advice.</p> <p>Understanding Which professionals can advise on legal/ethical issues and values, recognising prior cases in the public arena that have led to judicial review of the process of advance care planning.</p>	<p>Education Written or verbal reflection on the ethical/moral aspects of a case study.</p> <p>Clinical Verbal reflection on the ethical/moral aspects of a case study.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Values Commitment to Human rights in children’s palliative care, justice, and equality of access for children from various communities.</p>	
Mapped against CPCET Education Standards (2021): 2.1			
<p>Identifying and managing symptoms</p> <p>IMS1 Set out and discuss the process of advance care planning in children and consider potential end of life care options.</p>	<p>Describe the local arrangements for advance care planning and identify local contacts/networks.</p>	<p>Skills Open questions and active listening to elicit children’s and their carers wishes. Reflecting and reiterating content and choices.</p> <p>Able to access and retrieve information on local care provision.</p> <p>Understanding Public involvement in palliative care, knowledge of local services and organisations.</p> <p>Some of the limitations and possibilities of common symptom management strategies.</p> <p>Values Recognise joint working and relationships with others.</p> <p>Recognise communication skills in information sharing.</p>	<p>Education Verbal discussion of local care provision which might feature in a child’s Advance Care Plan</p> <p>Clinical Clinical conversation on local care provision which might feature in a child’s Advance Care Plan.</p>
Mapped against CPCET Education Standards (2021): 1.1 & 4.1			

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Sustaining self-care and supporting the well-being of others</p> <p>SC1 Can demonstrate ability to reflect on own attitudes towards advance care planning and contributes to wider discussions.</p>	<p>Describe own attitudes to death, dying, ACPs and bereavement.</p>	<p>Skills Able to reflect and communicate own thoughts and experiences.</p> <p>Understanding Narratives about and involving child death in their culture, society and communities.</p> <p>Role of planning care and advance care planning can have in children’s palliative and end of life care.</p> <p>Stigmas and taboo surrounding child death and dying.</p> <p>Values Recognise the value and importance of shared learning and compassionate community approaches.</p>	<p>Education Written/verbal reflection on around advance care planning as a public health issue.</p> <p>Clinical Engagement in 1:1 conversation or wider discussion around advance care planning as a public health issue.</p>
<p>Mapped against CPCET Education Standards (2021): 4.1</p>			
<p>SC2 Discuss the effects of their behaviours, values and understanding /skills on others in the palliative team, children and their carers.</p>	<p>Identify behaviours that sustain and promote self-care and team cohesion, and behaviours that might jeopardise this.</p>	<p>Skills Able to reflect and communicate own thoughts and experiences, demonstrating insights into how their behaviours may affect others.</p> <p>Understanding Patterns and practice of bereavement and loss in cultures and communities.</p> <p>Enabling/disabling behaviours related to bereavement, grief and loss.</p>	<p>Education Written reflection of an incident showing the effect of their behaviour, values, understanding/ skills on others.</p> <p>Clinical Reflective verbal discussion of an incident showing the effect of their behaviour, values, understanding/ skills on others.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Team cohesion and effectiveness in working with formal and informal carers and children related to palliative care and bereavement.</p> <p>The effects a child's palliative care can have on siblings and other family members, and other carers (e.g. teachers).</p> <p>Values Recognise the impact of their behaviours, values, understanding and skills have on children and their carers and the care team.</p> <p>A commitment to compassionate communities.</p>	
Mapped against CPCET Education Standards (2021): 4.2 & 4.3			

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UNIVERSAL

This level would address the needs of all people working in institutions or facilities which provide care and support to children and their carers. It would address what any person working in such environments is likely to need to understand about children's palliative care. This would include clinical and non-clinical staff. Where children's palliative care is everyone in the workplaces business.

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Communicating effectively</p> <p>CE1 Demonstrate an understanding of the concept of advance care planning and set out the potential value and benefits to children and their carers, including understanding limitations.</p>	<p>Describe and discuss the key components of advance care planning determining what matters most to the child and their carers.</p>	<p>Skills Able to identify appropriate place, space and time to approach people. Can signpost and demonstrate appropriate abilities to escalate and share information.</p> <p>Understanding Timeliness and sensitivity. Common reactions to palliative care. What children and carers value.</p> <p>Values Recognise and value diversity, family values and behaviours / practices. Upholding children's rights.</p>	<p>Education Participants to reflect on and consider a case with opposing viewpoints.</p> <p>Clinical Verbal reflection. A case study review.</p>
Mapped against CPCET Education Standards (2021): 1.2 & 3.2			

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>CE2 Demonstrate ability to recognise and respond to the emotional and spiritual experience involved in advance care planning.</p>	<p>Describe how one might listen and respond to a child and their families' thoughts and feelings relating to palliative and end of life care and living with palliative care needs.</p>	<p>Skills Able to listen to children and their carers, and use appropriate open questioning to elicit wishes and desires for future.</p> <p>Able to manage intergenerational conversations and relationships, demonstrating emotional warmth and openness in role play/practice.</p> <p>Understanding Common children's reactions to receiving bad news.</p> <p>Common carer reactions to receiving unexpected or difficult news, support of siblings, signs and symptoms of anxiety and depression in childhood, common family practices in communication, participation of grandparents and other family members.</p> <p>Values Commitment to recognising and valuing cultural, religious and spiritual strengths.</p> <p>Commitment to recognising and valuing cultural, religious and spiritual strengths.</p> <p>Valuing the voice of the child, recognising and valuing emotional labour, welcoming parent/carer participation.</p>	<p>Education Verbal or written analysis of a video/ written trigger of a communication episode.</p> <p>Clinical Verbal analysis of a clinical incident concerning communication.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		Welcome working with others formal and informal carers and their participation.	
Mapped against CPCET Education Standards (2021): 1.2, 4.2, 4.3			
<p>Working with others in and across various settings</p> <p>WO1 Identify policy and practices to record and communicate advance care planning in children.</p>	<p>Demonstrate ability to access local information about advance care planning, policy and practice in local institutions and communities.</p>	<p>Skills Locating and accessing local, national policies and resources on advance care planning, including electronic sources.</p> <p>Able to contribute to discussion within a multi-disciplinary setting.</p> <p>Understanding Local social cultural and political aspects affecting palliative and end of life care for children.</p> <p>Local practices around advance care planning and recording of wishes.</p> <p>Community activism and local resources.</p> <p>Values Equity and justice in accessing, receiving and influencing children’s palliative care in a locality.</p>	<p>Education Written analysis of best practice in advance care planning in a stated locality.</p> <p>Clinical Verbal /written reflection on practices within locality.</p>
Mapped against CPCET Education Standards (2021): 2.3			

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>WO2 Discuss the legal and ethical issues in advance care planning for children.</p>	<p>Discuss the legal status of advance care planning (DNACPR).</p>	<p>Skills Can locate and review current legislation on children’s advance care planning.</p> <p>Locate and review other sources of ethical and moral debate on end of life care for children.</p> <p>Understanding The legal standing of children’s Advance Care Plans which currently are not legally binding.</p> <p>Ethical and moral debates on children’s end of life care.</p> <p>International comparisons on children’s palliative and end of life care including assisted dying.</p> <p>Media portrayal of children’s palliative and end of life care.</p> <p>Systems, policies, and practice of ethical review of children’s care.</p> <p>Values Recognise the public interest in cases and the impact these have on children, carers, the family, and professionals.</p>	<p>Education Participate and reflect on a debate on current issues in the ethics and moral aspects of children’s palliative care.</p> <p>Clinical Participate and reflect on a debate on current issues in the ethics and moral aspects of children’s palliative care.</p>
<p>Mapped against CPCET Education Standards (2021): 2.2 & 2.3</p>			

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Identifying and managing symptoms</p> <p>IMS1 Set out and discuss the process of advance care planning in children and consider potential end of life care options.</p>	<p>Discuss the factors that need to be considered within an advance care planning conversation and identify people who can assist.</p>	<p>Skills</p> <ul style="list-style-type: none"> Can demonstrate a stepped approach, to ongoing sensitive conversations with children and their carers. Able to signpost to appropriate people and or services. Able to escalate information appropriately. Able to reflect on level of understanding of children and carers and identify any additional support needed to facilitate understanding. <p>Understanding</p> <ul style="list-style-type: none"> Options of treatment and palliative care and symptom management for common conditions. Members of an interdisciplinary and multidisciplinary team and skills, understanding and responsibilities of contributing disciplines and professional groups. <p>Values</p> <ul style="list-style-type: none"> Recognise diversity and family values and behaviours /practices. Recognise and value emotional labour, welcoming parent/carer participation. Welcome working with others formal and informal carers and their participation. 	<p>Education Written/ verbal reflection on a case study.</p> <p>Clinical Verbal reflection on a case study.</p>

Mapped against CPCET Education Standards (2021): 3.3 & 3.4

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Sustaining self-care and supporting the well-being of others</p> <p>SC1 Can demonstrate ability to reflect on own attitudes towards advance care planning and contributes to wider discussions.</p>	<p>Describe their own attitudes and common debates in children’s palliative, end of life and bereavement care.</p>	<p>Skills Able to reflect and communicate own thoughts and experiences. Can relate own experiences to narratives on children’s palliative care.</p> <p>Understanding Awareness of common discussions and narratives around advance care planning and children’s conceptions of death and dying. Cultural and spiritual understanding and practice surrounding child death and dying. Conceptions of grief, loss and bereavement related to child death. Common patterns of bereavement. Lived experience of people who have experienced a child death.</p> <p>Values A commitment to engage with contemporary debates on children palliative care. Value self-care and recognise the requirement of time commitment to attending to self-care practices.</p>	<p>Education Written/verbal reflection on a current debate, this could be presented as a poster.</p> <p>Clinical Engagement in 1:1 or wider discussion around a current debate.</p>
<p>Mapped against CPCET Education Standards (2021): 4.2 & 4.3</p>			

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>SC2 Discuss the effects of their behaviours, values and understanding/ skills on others in the palliative team, children and their carers.</p>	<p>Discuss their own behaviours and identify the effects their behaviour may have on others involved in advance care planning.</p>	<p>Skills Able to reflect and communicate own thoughts and experiences, demonstrating insights into how their behaviours may affect others.</p> <p>Understanding Interpersonal skills and effects in designing, delivering and evaluating children’s palliative care.</p> <p>Team cohesion and effectiveness in working with formal and informal carers and children related to palliative care and bereavement.</p> <p>Dynamics and politics across disciplinary teams, services and settings.</p> <p>Values Commitment to be aware of effects of own behaviours, values, skills on others. Values diversity.</p> <p>Balances individual needs and wishes with those of a team in services and in particular settings.</p>	<p>Education Written/verbal reflection on an incident where own/other’s behaviour affects advance care planning.</p> <p>Clinical Verbal discussion on an incident where own/other’s behaviour affects advance care planning.</p>
<p>Mapped against CPCET Education Standards (2021): 4.1</p>			

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CORE

This level would be focused on people who deliver care to children and their carers. It would include everyone who delivers care to children in education, social and health care who might encounter a child living with a life limiting/threatening condition and or the child's carers (family and communities). The core programmes for sectors of health, education and social care might be different to address the needs of children accessing these types of care. In healthcare this level should include care of the dying child and their carers as well as supporting people with loss and bereavement following a child's death.

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Communicating effectively</p> <p>CE1 Demonstrate an understanding of the concept of advance care planning and set out the potential value and benefits to children and their carers, including understanding limitations.</p>	<p>Discuss the context of advance care planning as well as potential barriers, limitations, and drivers to support advance care planning.</p>	<p>Skills</p> <ul style="list-style-type: none"> Able to demonstrate timely approaches to children and their carers. Can manage difficult conversations and show when to progress advance care planning discussions. Able to manage child and family. <p>Understanding</p> <ul style="list-style-type: none"> Day to day demands of living with children with complex care needs. Points of view of children's carers. Common challenges of symptom management relevant to children's palliative care conditions. The complexity and uncertainty of palliative care. The drivers and barriers to delivering care in various settings. 	<p>Education Written /verbal discussion on an advance care planning case study.</p> <p>Clinical Verbal case discussion on an advance care planning case study.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Values</p> <p>Acceptance of avoidance as a legitimate coping practice.</p> <p>Values the balance of children's rights and carers rights.</p> <p>Commitment to advocacy for children and carers.</p>	
Mapped against CPCET Education Standards (2021): 1.3 & 2.4			
<p>CE2 Demonstrate ability to recognise and respond to the emotional and spiritual experience involved in advance care planning.</p>	<p>A. Discuss the support children and their carers might require to express their feelings, wishes, hopes and fears relating to palliative and end of life care and advance care planning.</p> <p>B. Discuss cultural, spiritual, and religious coping as related to children's palliative and end of life care.</p>	<p>Skills</p> <p>Able to create space to listen and hear children and their carers in clinical settings.</p> <p>Demonstrate verbal and nonverbal techniques to convey active listening.</p> <p>Able to refer to religious/spiritual leaders in communities.</p> <p>Understanding</p> <p>Factors affecting listening in clinical practice time, environment, protecting the interaction i.e. not being interrupted.</p> <p>Factors that convey active listening to children and their carers, experiences of children and carers, public and patient involvement in designing and evaluating care.</p> <p>Cultural safety in children's palliative care.</p>	<p>Education Objective Structured Clinical Examination</p> <p>Clinical Objective Structured Clinical Examination (a listening conversation).</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Spiritual and religious resources in locality and referral to or sign posting to spiritual/religious support and leadership.</p> <p>Safeguarding and child protection issues relating to cultural, religious and spiritual practices/conceptions, potential benefits of community, cultural, spiritual, religious participation and involvement.</p> <p>Awareness of unconscious bias and effects of privilege.</p> <p>Values Commitment to equity and justice in access to community, cultural, spiritual, and religious resources and support.</p> <p>Values impartiality and a commitment to not imposing one's own belief systems or cultural perspectives.</p>	
Mapped against CPCET Education Standards (2021): 4.4 & 4.5			

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Working with others in and across various settings</p> <p>WO1 Discuss the legal and ethical issues in advance care planning for children.</p>	<p>Identify local arrangements for recording and communicating advance care plans for children in own organisations and in partnership with other relevant parties, including reviewing plans as appropriate.</p>	<p>Skills Can identify and detail local systems of monitoring of Advance Care Plans, how information is reviewed and how plans are communicated within own team and across networks of formal and informal carers.</p> <p>Understanding Current standards and best practice for advance care planning including NICE Guidance.</p> <p>Awareness of how referrals and communication can be subject to human factors or other system challenges.</p> <p>Values Importance of communicating knowledge and ethical/moral dilemmas in advance care planning and how that might relate to practice.</p> <p>Commitment to openness and candour when working in teams.</p>	<p>Education Poster presentation and professional conversation on team cohesion and working across disciplines and settings.</p> <p>Clinical Reflection on a case study of challenges to communication within and across teams and settings, with a diagram or schemata of the relationships in the teams/settings.</p>
<p>Mapped against CPCET Education Standards (2021):2.5 & 2.6</p>			
<p>WO2 Discuss the legal and ethical issues in advance care planning for children.</p>	<p>Understand the legal basis of advance care planning and be able to consider and evaluate the ethical and moral dimensions of advance care planning, including advocacy and best interests for the child.</p>	<p>Skills Able to assess children’s and carers mental capacity to make decisions and express choices.</p>	<p>Education Objective Structured Clinical Examination/ simulation event and reflection by the practitioner on a meeting to gather information and design a children’s Advance Care</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Can locate, access and discuss current sources on the legal and ethical aspects of children's palliative care.</p> <p>Understanding Role of advocacy in supporting child through Advance Care Plan process.</p> <p>Understanding of Mental Capacity Act (2005) and legal frameworks for children of Deprivation of Liberties (DOLs).</p> <p>Role of professional in acting as advocate and maintaining the child's voice in advance care planning.</p> <p>The legal standing of Advance Care Plans and child rights as well as parental rights.</p> <p>The legal aspects of professional responsibility in children's end of life care including the boundaries of practice relating to assisted dying in UK legal system.</p> <p>Concepts of best interests and of quality of life in children's palliative care.</p> <p>Values Commitment to advocacy for children. Balances of child and parental rights and responsibilities.</p> <p>Values people with different abilities.</p>	<p>Plan, including consideration of mental capacity and the protection of child and carers rights.</p> <p>Clinical Observation of colleague by a supervisor and reflection by the practitioner on a meeting to gather information and design a children's Advance Care Plan including consideration of mental capacity and the protection of child and carers rights.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		Commitment to wellbeing and safeguarding of vulnerable children and adults.	
Mapped against CPCET Education Standards (2021): 2.6 & 2.7			
<p>Identifying and managing symptoms</p> <p>IMS1 Set out and discuss the process of advance care planning in children and consider potential end of life care options.</p>	<p>A. Initiate and appropriately use opportunities to discuss preferences, beliefs and values related to the child's advance care options.</p> <p>B. Demonstrate ability with support to plan advance care options inclusive of all settings, with children and their carers and record/communicate the plan.</p> <p>C. Evaluate the appropriate management of expectations and the need to advocate for children.</p> <p>D: Discuss the unpredictable context of palliative and end of life care.</p> <p>E: Analyse the various ways people interpret and enact an Advance Care Plan for children.</p>	<p>Skills</p> <p>Demonstrate a timeliness of approach, acknowledging uniqueness of individuals and diverse approaches to care.</p> <p>Can manage uncertainty in symptom management and keep options open.</p> <p>Can identify and act to revise and re assess symptom profile and symptom management.</p> <p>Understanding</p> <p>Range of symptoms seen in palliative care and end of life.</p> <p>Current research and evidence base on effective safe symptom management.</p> <p>Child, carers and family involvement, preferences and approaches to decision making, local and national care settings and policies and practices of facilitating care across and within care settings.</p> <p>Evaluation of current symptom management interventions and</p>	<p>Education</p> <p>Objective Structured Clinical Examination/simulation event and reflection designing and Advance Care Plan for a simulated child and carers.</p> <p>Clinical</p> <p>Observation of colleague by a supervisor and reflection by the practitioner of symptom management associated with a child's Advance Care Plan.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>strategies. Complexity of care and unpredictability of care.</p> <p>Symptom assessment tools and advantages and disadvantages of such assessment tools.</p> <p>Human factors associated with interpretation and enactment of children’s Advance Care Plans and symptom management interventions.</p> <p>Risk assessment and acceptance of risk relative to benefit in palliative and end of life care.</p> <p>Potential of symptom management to affect bereavement process.</p> <p>Values Manages expectations on possible options for care provision and care setting.</p> <p>Supports and implements changing needs and choices and disseminating good practice.</p> <p>Commitment to justice and equality in access to symptom management.</p> <p>Values children’s rights to a quality of life.</p>	
Mapped against CPCET Education Standards (2021): 3.5 & 3.6			

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Sustaining self-care and supporting the well-being of others</p> <p>SC1 Can demonstrate ability to reflect on own attitudes towards advance care planning and contributes to wider discussions.</p>	<p>A. Analyse their own attitudes to advance care planning, child death and bereavement..</p> <p>B. Discuss the current values and attitudes evident in the debates on advance care planning.</p>	<p>Skills Able to reflect and communicate own thoughts and experiences. Can relate own experiences to narratives on children’s palliative care.</p> <p>Can relate their own experiences to those of others and to team cohesion and effectiveness.</p> <p>Understanding Awareness of common discussions and narratives around advance care planning.</p> <p>Media portrayal and professional agendas related to child death.</p> <p>Social stigmas and taboo of child death.</p> <p>Children’s conceptions of death and dying. Cultural and spiritual understanding and practice surrounding child death and dying.</p> <p>Conceptions of grief, loss and bereavement related to child death. Patterns of bereavement including prolonged, delayed and complicated bereavement.</p> <p>Lived experience of people who have experienced a child death.</p> <p>Self-care strategies.</p> <p>Staff recruitment, resilience, and retention in children’s palliative care.</p>	<p>Education Written reflection using a recognised model of reflection.</p> <p>Clinical Demonstrate ability to discuss their viewpoints.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Values A commitment to engage with contemporary debates on children palliative care.</p> <p>Values self-care and recognises the requirement of time commitment to attending to self-care practices.</p>	
Mapped against CPCET Education Standards (2021): 4.4			
<p>SC2 Discuss the effects of their behaviours, values and understanding/ skills on others in the palliative team, children and their carers.</p>	<p>Discuss their role in team functioning evaluating the effects of behaviours and attitudes relating to advance care planning.</p>	<p>Skills Able to reflect and communicate own thoughts and experiences, demonstrating insights into how their behaviours may affect others.</p> <p>Understanding Human factors in behaviours of those designing and delivering Advance Care Plans.</p> <p>Psychological and sociological theories underpinning team cohesion and effectiveness in working with formal and informal carers and children related to palliative care and bereavement.</p> <p>Dynamics and politics across disciplinary teams, services, and settings.</p> <p>Professional agendas and cultures. Structural aspects of care and human factors affecting team working.</p>	<p>Education Written critical discussion on what makes a cohesive and effective team.</p> <p>Clinical Verbal discussion on cohesive and effective team working.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Values Values self-care and a commitment to team cohesion, effectiveness and sustaining and improving team relationships.</p> <p>Values diversity.</p> <p>Balances individual needs and wishes with those of a team in services and in particular settings.</p>	
Mapped against CPCET Education Standards (2021): 4.5			

CHILDREN'S PALLIATIVE CARE EDUCATION AND TRAINING EDUCATION STANDARD FRAMEWORK FOR ADVANCE CARE PLANNING FOR CHILDREN

SPECIALIST

This level focuses on the leadership and management of palliative and end of life care for children. It would include clinical, research, education and management leadership. As well as addressing the needs of children and carers with complex and or multiple palliative care needs it would prepare practitioners to be a resource for those learning and delivering care at the other levels. This level would include learning to deliver end of life care in complex situations or where symptom management is challenging.

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
<p>Communicating effectively</p> <p>CE1 Demonstrate an understanding of the concept of advance care planning and set out the potential value and benefits to children and their carers, including understanding limitations.</p>	<p>Analyse and evaluate the practices and understanding of advance care planning including analysis of social trends and service development.</p>	<p>Skills Able to audit/research care planning processes including consideration of the experience for children, carers, communities and professional groups and formal/informal care workers.</p> <p>Use feedback from all stake holders in evaluation of Advance Care Plans.</p> <p>Understanding Service improvement in children's palliative care.</p> <p>Prevalence and incidence of various life limiting/life threatening conditions in childhoods.</p> <p>Evidence base for a good death in childhood.</p> <p>Unconscious bias, privilege and anti-racist practice.</p> <p>Effects of health inequalities on</p>	<p>Education Case of need / critical review of advance care planning processes. A locality needs analysis for children's palliative and end of life care.</p> <p>Clinical Case of need / critical review of advance care planning processes. A locality needs analysis for children's palliative and end of life care.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>palliative care planning and delivery.</p> <p>Effects of wealth and income inequalities.</p> <p>Values Commitment to equity and justice in children’s advance care planning.</p>	
Mapped against CPCET Education Standards (2021): 1.5, 3.9, 3.10, 4.4 & 4.5			
<p>CE2 Demonstrate ability to recognize and respond to the emotional and spiritual experience involved in advance care planning.</p>	<p>A. Able to acknowledge and sensitively respond to the emotional impact of advance care planning.</p> <p>B. Demonstrate ability to support and educate others in the emotional and spiritual experience.</p>	<p>Skills Can as appropriate to role appraise staff work/life balance (accounting for emotional labour and coping/ resources).</p> <p>Demonstrate leadership in education sessions on emotional resources, labour and work life balance.</p> <p>Understanding Factors affecting “burn out” and emotional resilience, employment and professional practices to recruit and retain resilient staff, promotion of work life balance, support for colleagues dealing with loss and bereavement, spiritual and emotional experiences.</p> <p>Values Values difference, promoting a life work balance, promoting self-care practice, commitment to equitable access to cultural, spiritual and</p>	<p>Education Poster and professional conversation on self-care for carers, or community support resources.</p> <p>Clinical Workload and appraisal process including an action plan to promote work life balance and emotional resilience.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		religious resources, support and leadership.	
Mapped against CPCET Education Standards (2021): 4.6 & 4.7			
<p>Working with others in and across various settings</p> <p>WO1 Discuss the legal and ethical issues in advance care planning for children.</p>	<p>A. Manage and review the recording, storage, and access to Advance Care Plans for children and their carers, detail working arrangements, communication strategies.</p> <p>B. Analyse and evaluate strategies for improving advance care planning policies and practices.</p>	<p>Skills Can audit current practices and review and update documentation.</p> <p>Analyse and implement new practices.</p> <p>Audit advance care planning referrals, records and reviews across services and settings within a locality.</p> <p>Understanding Limitations of current practice and the factors that contribute to communication challenges within team, between teams and across various settings.</p> <p>Human and organisational factors in recording, communicating and reviewing children’s Advance Care Plans.</p> <p>Carers points of view and challenges of caring for children in various settings.</p> <p>The child’s voice in care planning.</p> <p>Values Valuing difference and commitment to safe effective care detailed in Advance Care Plans.</p>	<p>Education Develop an organisational map and hold a professional conversation on team cohesion and working across services, disciplines and settings.</p> <p>Clinical Reflection on a case study of challenges to communication within and across teams/services and settings, with a diagram or schemata of the factors and relationships in the teams/settings that affect advance care planning and delivery.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Commitment to candour and openness in working in teams with formal and informal carers and children.</p> <p>Committed to improving advance care planning.</p>	
Mapped against CPCET Education Standards (2021): 2.8			
<p>WO2 Discuss the legal and ethical issues in advance care planning for children.</p>	<p>A. Analyse and evaluate critical discussions about the legal and ethical issues associated with advance care planning within teams and with other stakeholders.</p> <p>B. Demonstrate the ability to support and educate others in ethical and moral aspects of palliative and end of life care for children.</p>	<p>Skills Able to demonstrate advance communication skills to enable and stimulate discussions around moral and ethical aspects of care planning in teams and between teams in various settings/ services.</p> <p>Can lead ethical discussions and case reviews in teams and across teams/services and settings.</p> <p>Can review ethical and moral decision making in teams/services and settings.</p> <p>Understanding In depth understanding of historical case history in relation to legal/ ethical/moral issues of children's advance care planning.</p> <p>Critically understand of international comparisons of children's end of life care.</p>	<p>Education Critically discuss ethical issues in children's palliative care and team cohesion and performance including challenges of working across organisations/services and settings.</p> <p>Clinical Reflect and verbally discuss organisational processes of children's advance care planning and the ethical review of care within the organisation/service.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Ethical/moral and philosophical frameworks and approaches that underpin children's Advance Care Plans.</p> <p>Critically understand organisational/ media and professional narratives around children's palliative and end of life care.</p> <p>Values Importance of raising awareness of ethical/moral aspects around advance care planning.</p> <p>Commitment to advocacy for children and empowering others to advocate for children.</p> <p>Values the balancing of child and parental rights and responsibilities in teams/services and across settings. Values people with different abilities.</p> <p>Commitment to wellbeing and safeguarding of vulnerable children and adults in teams/services and across settings.</p>	
Mapped against CPCET Education Standards (2021): 2.8 & 2.9			
<p>Identifying and managing symptoms</p> <p>IMS1 Set out and discuss the process of advance care planning in children and consider potential end of life care options.</p>	<p>A. Demonstrate ability to independently plan advance care options with children and their carers and record/communicate the plan.</p>	<p>Skills Can independently design and record children's Advance Care Plans.</p> <p>Can assess and evaluate complex situations and conduct critical incident reports.</p>	<p>Education Designing and delivering Objective Structured Clinical Examination/ simulation event for a team of colleagues or across services and settings and reflection.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
	<p>B. Demonstrate effective communication skills and understanding to facilitate and manage care options and the unpredictable context of palliative and end of life care.</p> <p>C. Analyse and evaluate the complexity of conflicting and multiple issues in the management of expectations and the need to advocate for children.</p> <p>D. Evaluate and analyse ways people interpret and enact Advance Care Plans for children, including learning from critical incidents.</p> <p>E. Demonstrate ability to support and educate others in the value and process of advance care planning.</p>	<p>Able to audit/research the advance care planning process and experience for families/staff.</p> <p>Gather feedback from all stakeholder groups and present to teams/services across settings.</p> <p>Understanding Current research and evidence base on safe effective symptom management.</p> <p>Critical evaluation of current research base.</p> <p>Barriers and drivers to implementing symptom management strategies.</p> <p>Theories and practices to facilitating awareness of and understanding of symptom management to support advance care planning.</p> <p>Complexity and interactions of various strategies and symptom management interventions.</p> <p>Boundaries and limitations of current understanding of symptom management.</p> <p>Clinical learning of symptom management relevant to children's end of life care and symptom management.</p>	<p>Clinical Observation of colleague by a supervisor and reflection by the practitioner of symptom management associated with a child's Advance Care Plans and reflection on communication of the plan to a team/across teams/ services and settings.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		Values Commitment to equity and justice in accessing and delivery of symptom management interventions to support advance care planning.	
Mapped against CPCET Education Standards (2021): 2.9,3.8.3.9 & 3.10			
Sustaining self-care and supporting the well-being of others SC1 Can demonstrate ability to reflect on own attitudes towards advance care planning and contributes to wider discussions.	<p>A. Evaluate human factors that affect the formation of values and attitudes in children’s palliative and bereavement care at individual, organisational and social cultural levels.</p> <p>B. Explore the debates that inform current attempts by educationalists, clinicians and other stakeholders to form, sustain and promote the required attitudes and values for advance care planning.</p>	Skills Locate, access, and evaluate sources on human factors affecting children’s palliative care. Can debate current narratives on children’s palliative and end of life care. Can identify and critically discuss their own skills, understanding and values within the narratives, debates and evidence surrounding children’s palliative care. Understanding Self-care practices and leadership in teams, services and settings. Work life balance and promoting it in teams and services within and across settings. Team and system management promoting positive attitudes to palliative care. Organisational policies and practices to support resolution of bereavement, grief, and loss issues.	Education Written critical discussion on values and attitudes to palliative care at individual, organisational, social and cultural levels. Clinical Verbal critical discussion on values and attitudes to palliative care at individual, organisational, social and cultural levels.

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
		<p>Evidence base to bereavement care including prolonged, delayed and complex bereavement.</p> <p>Resourcing and other human factors that relate to, funding and facilitating children's palliative care.</p> <p>Workforce development, training, and education to support advance care planning.</p> <p>Advance care planning education for practitioners in children's services across settings.</p> <p>Values</p> <p>Commitment to equal and just access to training and education opportunities.</p> <p>Recognises and values diversity of viewpoints.</p> <p>Commitment to the wellbeing and safeguarding of children, informal and formal carers.</p> <p>Values equal and just access to bereavement services.</p>	
Mapped against CPCET Education Standards (2021): 4.6 & 4.7			
<p>SC2 Discuss the effects of their behaviours, values and understanding /skills on others in the palliative team, children and their carers.</p>	<p>A. Analyse the intersections of self-care and team cohesion in sustaining and promoting team performance in palliative care.</p>	<p>Skills Demonstrate leadership including by example to build team cohesion, and individual and team resilience.</p>	<p>Education Written critical discussion on barriers and drivers to effective team working in advance care planning.</p>

Proficiency statement	Learning outcomes	Suggested content exemplars Skills, Understanding (knowledge), Values (attitudes)	Suggested assessment exemplars Education/Clinical settings
	B. Evaluate attitudes and behaviours as barriers and drivers in effective advance care planning.	<p>Can identify address and resolve conflicts with teams within and across services and settings.</p> <p>Understanding Factors that promote team cohesion, effectiveness and resilience.</p> <p>Leadership theories and practices that promote positive working relationships and environments and effective conflict resolution.</p> <p>Inter and multi- disciplinary working and conflict resolution.</p> <p>Elegant challenging, assertive positive leadership and team management.</p> <p>Barriers and drivers to improving children's advance care planning.</p> <p>Values Personal commitment to self-care and to the promotion of effective work life balance within teams.</p> <p>Values service improvement.</p>	<p>Clinical Verbal critical discussion of barriers and drivers to effective team working in advance care planning.</p>
Mapped against CPCET Education Standards (2021): 4.7			

APPENDIX 1 CPCET Standard Framework for ACP Learning Outcome Summary

CPCET Standard Framework for Advance Care Planning Learning Outcomes by Level and Proficiency

Level	Communicating effectively (CE)	Working with others in and across various settings (WO)	Identifying and managing symptoms (IMS)	Sustaining self-care and supporting the wellbeing of others
	<p>CE1 Demonstrate an understanding of the concept of advance care planning and set out the potential value and benefits to children* and their carers, including understanding limitations.</p>	<p>WO1 Identify policy and practices to record and communicate advance care planning in children.</p>	<p>IMS 1 Set out and discuss the process of advance care planning in children and consider potential end of life care options.</p>	<p>SC1 Demonstrate ability to reflect on own attitudes towards advance care planning and contributes to wider discussions.</p>
	<p>CE2 Demonstrate ability to recognise and respond to the emotional and spiritual experience involved in advance care planning.</p>	<p>WO2 Discuss the legal and ethical issues in advance care planning for children.</p>		<p>SC2 Discuss the effects of their behaviours, values and understanding /skills on others in the palliative team, children and their carers.</p>

Public Health	<p>CE1 A Identify in general terms what is advance care planning and the potential value and benefits to children, carers, and communities.</p> <p>B Describe the social/ political and cultural context of advance care plan recognizing the various understandings and dilemmas of advance care planning.</p>	<p>WO1 Identify national and local practices that support the process of advance care planning.</p>	<p>IMS 1 Describe the local arrangements for advance care planning and identify local contacts/networks.</p>	<p>SC1 Describe own attitudes to death, dying, advance care plans and bereavement.</p>
	<p>CE2 List the range of responses of those involved in children's palliative care and death in childhood, including children and their carers.</p>	<p>WO2 A List appropriate sources of advice both in their location and via the internet.</p> <p>B Identify various understandings of the value and human right to a quality of life for children.</p>		<p>SC2 Identify helpful and less helpful behaviours that sustain and promote self-care and team cohesion.</p>
Universal	<p>CE1 Describe and discuss the key components of advance care planning determining what matters most to the child and their carers.</p>	<p>WO1 Demonstrates ability to access local information about advance care planning, policy and practice in local institutions and communities.</p>	<p>IMS 1 Discuss the factors that need to be considered within an advance care planning conversation and identify people who can assist.</p>	<p>SC1 Describe their own attitudes and common debates in children's palliative, end of life and bereavement care.</p>
	<p>CE2 Describe how one might listen and respond to a child and their families' thoughts and feelings relating to palliative and end of life care and living with palliative care needs.</p>	<p>WO2 Discuss the legal status of advance care planning (DNACPR).</p>		<p>SC2 Discuss their own behaviours and identify the effects their behaviour may have on others involved in advance care planning.</p>

Core	<p>CE1 Discuss the context of advance care planning as well as potential barriers, limitations, and drivers to support advanced care planning.</p>	<p>WO1 Identify local arrangements for recording and communicating advance care plans for children in own organisations and in partnership with other relevant parties, including reviewing plans as appropriate.</p>	<p>IMS 1</p> <p>A Initiate and appropriately use opportunities to discuss preferences, beliefs and values related to the child's advance care options.</p> <p>B Demonstrate ability with support to plan advance care options inclusive of all settings, with children and their carers and record/communicate the plan.</p>	<p>SC1</p> <p>A Analyse their own attitudes to advance care planning, child death and bereavement.</p> <p>B Discuss the current values and attitudes evident in the debates on advance care planning.</p>
	<p>CE2</p> <p>A Discuss the support children and their carers might require to express their feelings, wishes, hopes and fears relating to palliative and end of life care and advanced care planning.</p> <p>B Discuss cultural, spiritual, and religious coping as related to children's palliative and end of life care.</p>	<p>WO2 Apply the legal basis of advance care planning and be able to consider and evaluate the ethical and moral dimensions of advance care planning, including advocacy and best interests for the child.</p>	<p>C Evaluate the appropriate management of expectations and the need to advocate for children.</p> <p>D Discuss the unpredictable context of palliative and end of life care.</p> <p>E Analyse the various ways people interpret and enact the advance care plans for children.</p>	<p>SC2 Discuss their role in team functioning evaluating the effects of behaviours and attitudes relating to advanced care planning.</p>

Specialist	<p>CE1 Analyse and evaluate the practices and understanding of advance care planning including analysis of social trends and service development.</p>	<p>WO1 A Manage the recording, storage, and access to advance care plans for children and their carers, detail working arrangements, communication strategies.</p> <p>B Analyse and evaluate strategies for improving advance care planning policies and practices.</p>	<p>IMS 1 A Demonstrate ability to independently plan advance care options with children and their carers and record/communicate the plan.</p> <p>B Demonstrate effective communication skills and understanding to facilitate and manage care options and the unpredictable context of palliative and end of life care.</p> <p>C Analyse and evaluate the complexity of conflicting and multiple issues in the management of expectations and the need to advocate for children.</p> <p>D Evaluate and analyse ways people interpret and enact the advance care plans for children, including learning from critical incidents.</p> <p>E Demonstrate ability to support and educate others in the value and process of advanced care planning.</p>	<p>SC1 A Evaluate human factors that affect the formation of values and attitudes in children's palliative and bereavement care at individual, organisational and social cultural levels</p> <p>B Explore the debates that inform current attempts by educationalists to form, sustain and promote the required attitudes and values for advance care planning.</p>
	<p>CE2 A Able to acknowledge and sensitively respond to the emotional impact of advance care planning.</p> <p>B Demonstrate ability to support and educate others in the emotional and spiritual experience.</p>	<p>WO2 A Analyses and evaluates critical discussions about the legal and ethical issues associated with advance care planning within teams and with other stakeholders.</p> <p>B Demonstrates ability to support and educate others in ethical and moral aspects of palliative and end of life care for children.</p>		<p>SC2 A Analyse the intersections of self-care and team cohesion in sustaining and promoting team performance in palliative care.</p> <p>B Evaluate attitudes and behaviours as barriers and drivers in effective advance care plans</p>

APPENDIX 2 Mapped Resources

Organisation	Documents mapped
Acts of Parliament	Children Act https://www.legislation.gov.uk/ukpga/1989/41/contents Mental Capacity Act https://www.nhs.uk/conditions/social-care-and-support-guide/making-decisions-for-someone-else/mental-capacity-act/ Human Rights Act https://www.legislation.gov.uk/ukpga/1998/42/contents Family Law Reform Act Section 8 https://www.legislation.gov.uk/ukpga/1969/46/section/8 Health and Care Act 2022 Health and Care Act 2022 - Parliamentary Bills - UK Parliament
All Wales Managed Clinical Network for Children's Palliative Care	Paediatric Advance Care Plans https://www.paedpallcarewales.com/pac-planning
Association for Paediatric Palliative Medicine Education Subgroup and Paediatric Palliative Medicine College Specialty Advisory Committee Royal College of Paediatrics and Child Health	Curriculum in Paediatric Palliative Medicine https://www.appm.org.uk/_webedit/uploaded-files/All%20Files/PPM%2BCurriculum%2B2015.pdf
Child and Young Person's Advance Care Plan Collaborative	Individualised plans: Emergency health care plan and personalised resuscitation plan Advance care Plan http://cypacp.uk/document-downloads/care-plan/advanced-care-plan-with-respect/
Children's Hospices Across Scotland, Healthcare Improvement Scotland, NHS Scotland	My Anticipatory Care Plan https://www.appm.org.uk/_webedit/uploaded-files/All%20Files/ACP/Pan-Scotland%20document.docx
Department of Health	Hard Truths The Journey to Putting Patients First Hard Truths: The Journey to Putting Patients First: Volume One (publishing.service.gov.uk)

Guy's and St Thomas' NHS Foundation Trust: Evelina London	Evelina London Transfer beyond the ITU Emergency Care Plan Evelina London Emergency Care Plan Evelina London Antenatal Emergency Care Plan https://www.appm.org.uk/_webedit/uploaded-files/All%20Files/ACP/Withdrawal%20ECP%20Final.pdf https://www.appm.org.uk/_webedit/uploaded-files/All%20Files/ACP/Evelina%20ECP%20Final.pdf https://www.appm.org.uk/_webedit/uploaded-files/All%20Files/ACP/Antenatal%20ECP%20Final.pdf
Jersey Hospice care	My Advance Care Plan https://www.jerseyhospicecare.com/media/iljpyx05/advanced-care-plan-booklet.pdf
National Institute of Clinical Excellence	NG61 https://www.nice.org.uk/guidance/ng61 QS160 Standard 1 https://www.nice.org.uk/guidance/qs160
NHS England	Universal Principles for Advance Care Planning https://www.england.nhs.uk/publication/universal-principles-for-advance-care-planning/
NHS: Coordinate My Care	Coordinate My Care Care Plans https://www.coordinatemycare.co.uk/for-healthcare-professionals/training-viewing-creating-cmc-care-plans/
Northern Cancer Alliance	Deciding right http://www.northerncanceralliance.nhs.uk/deciding-right/
Northern Ireland Hospice	Paediatric Advance Care Plan Emergency Health Care Plan https://www.nihospice.org/childrens-hospice/childrens-hospice-care/for-professionals/resources
Resuscitation Council UK	Respect for Professionals https://www.resus.org.uk/respect/respect-healthcare-professionals
Royal College of Nursing	RCN Competencies: Caring for Infants, Children and Young People Requiring Palliative Care https://www.rcn.org.uk/Professional-Development/publications/pub-007033

Marie Curie & University of Birmingham	Shaw KL, Spry JL on behalf of the research team. Evaluating advance care plans: Listening to families and professionals. Recommendations for the Child and Young Person's Advance Care Plan Collaborative. September 2020. University of Birmingham. Available at https://www.birmingham.ac.uk/documents/college-mds/applied-health/research/acp-study/evaluating-advance-care-plans-recommendations.pdf Final report and study documents are available at http://www.birmingham.ac.uk/acp-study
Royal Marsden Hospital	Management of Cardiopulmonary Arrest https://www.appm.org.uk/_webedit/uploaded-files/All%20Files/ACP/RMHACP.pdf
Shooting Star Children's Hospices	ACP SPACE service Shooting Star children's hospice https://www.appm.org.uk/_webedit/uploaded-files/All%20Files/ACP/SPACEACP.pdf
Skills for Care	Skills for Care https://www.skillsforcare.org.uk/Home.aspx