**Competency training and evidence form: facilitating germline genomic testing**

*Note: This framework has been designed to be a developmental tool to support individuals and organisations, and is not intended to be used as a grading or assessment tool. This form is an optional resource that may be used to demonstrate evidence of competence for use in clinical practice; it may be useful for individual records, appraisals or CPD records. Further information can be found at* [www.genomicseducation.hee.nhs.uk/consent-a-competency-framework/](http://www.genomicseducation.hee.nhs.uk/consent-a-competency-framework/)

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| **Start date:** |  | | **Trainee Name:** |  | | | **Position:** |  |
| **Trainer(s):** |  | | | | | | | |
| **Assessed and signed by:** |  | | | | | | **Date:** |  |
| **Competency** | | | | | **Tick** | **Comments** | | |
| 1 Ensures the process of recording consent for a genomic test follows national and local processes and governance arrangements, and is appropriate for the test being requested | | | | |  |  | | |
| Demonstrates familiarity with the National Genomic Test Directory and adheres to this guidance when offering genomic testing, including the funding model, sample requirements and local requesting pathways. | | | | |  |
| Understands the national and local processes for changes to consent (i.e. at age 16 with capacity, for additional tests, when a patient changes their mind about having the test). | | | | |  |
| Demonstrates familiarity with principles of the Human Tissue Act 2004, Data Protection Act 2018 and/or General Data Protection Regulation 2018 as they apply to the use of DNA and genomic data. | | | | |  |
| **Date discussed with trainer:** | |  | | | **E-signature/initials of trainer:** | | | |
| 2 Demonstrates up-to-date knowledge of the conditions occurring within their specialist area for which genetic or genomic testing may be offered | | | | |  |  | | |
| Understands general genetic concepts, the inheritance and mechanism of disease. | | | | |  |
| Is able to elicit a family history to assess the risk of one or more conditions. | | | | |  |
| Understands how conditions may present and the variability of clinical presentations. | | | | |  |
| Knows the likelihood of the patient’s presenting condition having a genetic basis, versus other possible factors (i.e. behavioural, social, environmental) that may contribute. | | | | |  |
| Recognises the different implications of somatic versus germline analysis. | | | | |  |
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| 3 Assesses where genomic testing is appropriate in the patient’s clinical pathway | | | | |  |  | | |
| Knows why a test may or may not be offered. | | | | |  |
| Considers ethnic and/or population-specific factors that may influence the type of test being offered. | | | | |  |
| Is aware of alternative tests to the genomic test being offered, if applicable. | | | | |  |
| Knows of possible future test options and choices, pending the results. | | | | |  |
| Recognises when it would be appropriate to offer genetic testing to children. | | | | |  |
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| 4 Conveys to patients the purpose and process of the clinical test being offered | | | | |  |  | | |
| Explains the context of the test (diagnostic, predictive or carrier). | | | | |  |
| Outlines the scope and limitations of the test based on the technology being used. | | | | |  |
| Explains the possible results and the turn-around time and feedback process for any results. | | | | |  |
| Describes the potential relevance of the test for that patient/family, including clinical actions that may or may not be taken. | | | | |  |
| Explains possible unexpected results (incidental findings). | | | | |  |
| Describes the potential uncertainty of genomic information, and the iterative nature of analysing results | | | | |  |
| Describes how samples and data may be used, stored and accessed. | | | | |  |
| Outlines the familial implications of results and the importance of sharing results with relatives. | | | | |  |
| Understands the Code on Genetic Testing and Insurance. | | | | |  |
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| 5 Explains and answers questions relating to the National Genomic Research Library\* where applicable | | | | |  |  | | |
| Outlines the potential benefits and risks of data and sample use, storage and sharing on personal, familial and societal levels. | | | | |  |
| Describes how samples and data may be used, stored and accessed. | | | | |  |
| Explains the process of partial or complete withdrawal of consent for research at any time. | | | | |  |
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| 6 Applies core clinical skills to the genomic test conversation | | | | |  |  | | |
| Assesses capacity according to the Mental Capacity Act 2005 and other guidelines (such as Gillick competency). | | | | |  |
| Establishes the patient’s understanding and expectations of the genomic test being offered. | | | | |  |
| Employs effective communication skills to support decision making and enable patients to make a choice without coercion or bias. | | | | |  |
| Tailors provision of information based on the patient’s cognitive ability, age and language. | | | | |  |
| Engages with all individuals present in the discussion and incorporates the potentially different views of family members. | | | | |  |
| Addresses the psychosocial impact of genomic testing and risk, taking into consideration the impact of disease on the individual and/or family. | | | | |  |
| Considers the factors that may influence an individual’s choice to consent, including additional physical and mental health history; cultural, religious, familial and personal values; and timing of the conversation with respect to the patient’s care and/or other life events. | | | | |  |
| Respects the patient’s right to decline the genomic test, and is able to explain potential implications, limitations, and/or alternatives for the patient’s care. | | | | |  |
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| 7 Recognises one’s ongoing responsibilities to the patient and acts when appropriate | | | | |  |  | | |
| Understands that duty of care may extend beyond the initial feedback of genomic findings. | | | | |  |
| Is able to inform relevant professionals involved in managing the patient’s care and initiate onward referrals to other specialists. | | | | |  |
| Knows of patient resources, support groups, and eligibility criteria for research (where applicable). | | | | |  |
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| 8 Seeks further assistance, where relevant, based on scope of practice | | | | |  |  | | |
| Knows how to contact their local genomics laboratory, Clinical Genetics service and multidisciplinary review meetings if relevant. | | | | |  |
| Can recognise and understand one’s professional responsibilities and boundaries, and when to refer to relevant specialists for further support or patient management. | | | | |  |
| Knows how to access educational resources to support learning where relevant (such as Good Clinical Practice training and Genomics Education Programme courses). | | | | |  |
| **Date discussed with trainer:** | |  | | | **E-signature/initials of trainer:** | | | |
| **Further reflection notes:** | | | | | | | | |
| e.g. any suggested resources or actions to support competency development, recommendations | | | | | | | | |