



A CORE EDUCATIONAL FRAMEWORK FOR UROLOGY NURSING

EFUNCORE

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Introduction to EFUNCore from the 4 Associations

This document proposes the first iteration of a comprehensive international Educational Framework for Urology Nursing, that captures something of the fundamental elements, the core of our practice. For this reason we have called the framework the **EFUNCore**. Born out of an idea first discussed in 2017, the framework has been devised, constructed and agreed as a partnership between four international urology nursing associations from Australia [ANZUNS], the United Kingdom [BAUN], continental Europe [EAUN] and New Zealand [NZUNS]. **EFUNCore** proposes the fundamental, or ‘core’ knowledge and competency skills which the four associations judge as fundamental for all urology nurses. **EFUNCore** is designed with one overarching aim, to facilitate the attainment of a minimum standard of knowledge and practice for all urology nurses, regardless of the country in which they practice. At its heart, **EFUNCore** is designed to be a tool to support the development of urology nurse education. It is envisioned as a vehicle to positively support the development of urological nursing care and the education necessary to underscore this.

Why is EFUNCore needed?

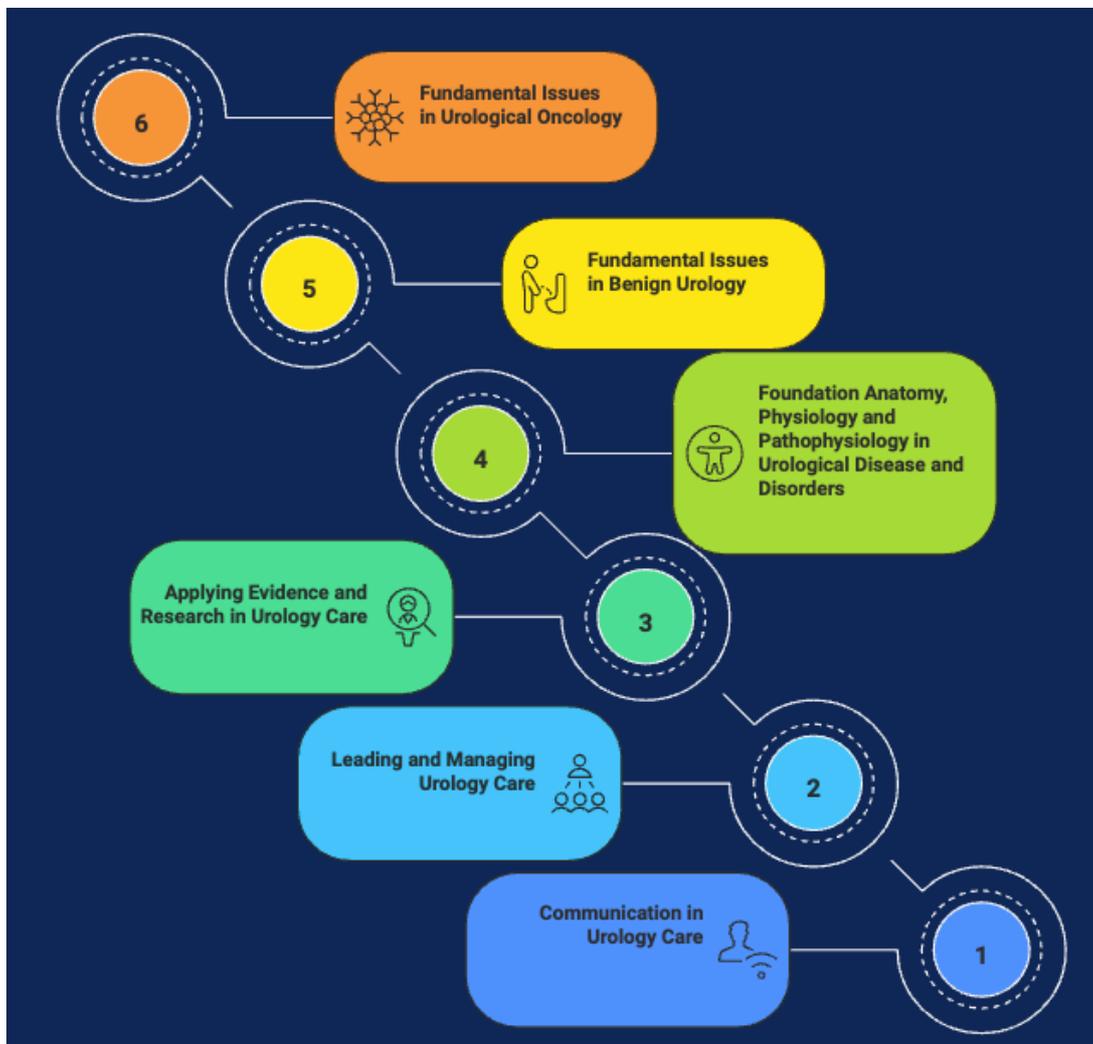
Across the globe it is acknowledged that whilst individual urology nurses seek to provide the highest standards of care to people with urological disease and disorders, differences exist in a number of important areas including, but not limited to, the understanding and extent of urology nursing practice, access to initial and ongoing urological education, career progression and specialisation, as well as the understanding of evidence-based practice, nursing innovation and development. In short, until now there has never existed a comprehensive and internationally agreed framework that articulated a desired common understanding of what urology nurses needed to **know**, to **be** and to **do**. Additionally, until now neither has there existed a coalition determined to create a common body of urology nurse educational provision to be made easily available to all nurses caring for people with urological disease and disorders.

How was EFUNCore created?

Three World Café events were held in Glasgow, Scotland, Copenhagen, Denmark and on the Gold Coast in Australia at the annual meetings of BAUN, EAUN and ANZUNS. At these meetings attendees were asked questions around the potential need for an educational framework, and if one was needed what it might contain. Having analysed the overwhelmingly positive responses from the World Cafés that a framework was indeed desired, and having a broad understanding of the suggested key topics it might contain, an international guiding group was established to lead on the project. This group comprised the Presidents / Chairs of the four associations as well as other urology nurse colleagues from the associations. A series of sub-groups were then established comprising expert urology nurses from across the world. The sub-groups were tasked with fleshing out the broad knowledge, learning and practice elements that should be present in what eventually became the 6 areas of the framework you see contained here. A series of meetings were held over many months where the draft elements of the **EFUNCore** were discussed, debated, refined and eventually agreed.

What does EFUNCore contain?

Following a long process of discussion with urology nurses, urology nurse leaders, association members, educational advisors, and within the leadership boards of the associations, six areas central to **EFUNCore** were agreed as follows:



Over the past few years through the work of subgroups led by Council/Board members of EAUN, BAUN, ANZUNS and NZUNS, fundamental knowledge and competencies, where appropriate, have been proposed and these are found on the pages that follow. Urology nurses rightly have a proud record across the world for the service we provide to our patients. Consequently, to a greater or lesser extent it is understood that urology nurses will already be able to demonstrate possession of the stated knowledge and competency elements in very many areas of the **EFUNCore** and mechanisms to support the ongoing development needs of these nursing colleagues are actively being considered.

Why is EFUNCore important?

The four associations are clear that this first attempt at articulating a supportive educational framework, whilst comprehensive and carefully constructed, is not perfect and great efforts will be needed to ensure that the contents are translated into action. As you read through the framework and consider your own urology nursing knowledge, competence, experience and career development needs, you will find that it speaks to you in part. Equally, because of your individual circumstances, needs and experience you might find that not all aspects of the **EFUNCore** speak to you, or indeed you may have needs that are not addressed by the framework at all. This is the reality that we face as urology nurses across the world, but it is a reality that **EFUNCore** is assisting us to start to address. **EFUNCore** will be subject to periodic ongoing assessment, modification and refinement, to ensure as best we can that it increasingly meets the needs of urology nurses.

In our history as urology nurses, never before have we attempted to articulate such a framework and now that we have done so, we do not naïvely believe it meets the needs of everyone in all its parts. The urology nurses from the many countries who were involved in the construction of this first version of **EFUNCore** were guided by the need to create a reasonable starting point for action, rather than by the pursuit of perfection. It is equally acknowledged that **EFUNCore** does not address the knowledge and competencies associated with advanced urological nursing practice. The challenges of advanced practice will form the focus of a second EFUN project that will be required when **EFUNCore** and the educational provision that will flow from it have been established.

What will EFUNCore do?

The knowledge and competency elements within the **EFUNCore** have a number of roles to play. They are designed, primarily, to support the associations and other professional partners in their delivery of the educational activities required to see a common standard of knowledge and practice for all urology nurses. Essentially **EFUNCore** is designed to help us to create a supportive educational programme that is internationally available and which will be of real benefit not only to the urology nurses of today, but also to the urology nurses of tomorrow. Due to the differences in urological nursing across the world, for urology nurses in some countries the elements of the **EFUNCore** will present a greater challenge to demonstrate or attain than will be experienced by nurses in other countries. This fact simply reflects current realities and is itself a key driver in creating the **EFUNCore** in the first place. The presence of such diverse practice across the globe acts as an impetus for the four associations to seek meaningful and supportive ways to support **all countries** to access education initiatives to further the development of urology nursing care universally.

EFUNCore – what now?

Professional healthcare is replete with numerous frameworks, strategies and guidelines and, to a greater or lesser degree, these all play a part in guiding and supporting practice. Equally, however, it is also the case that there are numerous examples of well-meaning documents that struggled to have an impact on practice. **EFUNCore** cannot be allowed to fall into this category.

The four associations are clear, **EFUNCore** is not just a statement of knowledge and competence in six key areas, important as that is, but it is also a guide and mandate for us to create high quality, easily accessed and clinically relevant educational modules, materials and programmes that are designed to support you, our urology nursing colleagues wherever you practice. We are committed to devising education activities specific to the stated **EFUNCore** knowledge and competency outcomes, and we will construct dedicated content, activities, materials and programmes to support urology nurses to acquire the **EFUNCore** knowledge and / or outcomes necessary. These educational activities will be devised collaboratively between our associations and, where appropriate, in partnership with other partners in clinical practice, education establishments and industry.

With the generous of charity sponsors are already working with partners to understand how best we can create and deliver educational input that is not only clinically what urology nurses need and want, but to also ensure that what is provided is exciting, engaging and designed to the highest educational quality standards. Work has also begun to explore practical ways in which urology nurses can demonstrate their existing knowledge and experience so that this can be recognised in ways which support career their development.

Conclusion

We commend this **EFUNCore** to you our urology nursing colleagues, and we do so knowing that the path we have set out on is extremely challenging, demanding nothing but the very best from us. We are determined to offer you, the international urology nursing community, access to structured professional education and recognition that supports your needs. Ultimately, we want **EFUNCore** to assist us all to do the very thing we treasure more than anything, to bring the highest quality care possible to the men and women we are proud to care for, our patients. In the near future we will consult with you on the education you need and incrementally we will then put that education in place to add to the work we are already engaged in across our associations. We believe that **EFUNCore** offers us an opportunity to create a new and exciting future for urology nursing that will see not only the further development of we who are privileged enough to be urology nurses today, but a future that will also succeed in attracting the urology nurses of tomorrow, all because they see that we practically and passionately care about our education, our practice, our profession and our patients.



Dr Corinne Tillier
EAUN Chair



Sha Harber
NZUNS Chair



Emma Chappel
BAUN President



Melissa Caruso
ANZUNS President

1. Communication in Urology Care

The nurse shall be able to	
1.1	Discuss the importance of patient-centred care in urology and identify how patient-centred care, people's care preferences, and their needs and values should influence urology nursing practice.
1.2	Discuss the importance of protecting and promoting patient confidentiality and autonomy, inclusive of relevant legal issues associated with these aspects of care.
1.3	Discuss the role played by theory and practice communication strategies in promoting urological health among patients, families, carers, and the general population.
1.4	Discuss the key information needed to assess patient-related needs, and the multiple sources from which this information can come.
1.5	Discuss relevant information sources that can be used to communicate important urological information to patients, families, and carers.
1.6	Discuss the use of verbal and written information skills regarding the nurse-patient clinical encounter and mental capacity with other members of the multi-disciplinary team.
1.7	Discuss mechanisms to promote learning in patients, families, carers, colleagues, and healthcare professional students.
1.8	Discuss the concept of health literacy and its importance in assisting patients to make informed decisions regarding their health.
Competencies: the nurse shall be able to	
C1.1	Demonstrate the skills necessary to protect and promote patient confidentiality and autonomy.
C1.2	Accurately document care provided to patients in a timely manner.
C1.3	Conduct comprehensive and accurate patient handover to other members of the care team as appropriate to their role.
C1.4	Develop and deliver educational lectures / presentations / teaching sessions for diverse audiences as appropriate to their role.
C1.5	Use different communication media, including telemedicine and translation services, to conduct clinical consultations with patients, carers and/or other healthcare professionals, where such services are available and as appropriate to their role.
C1.6	Discuss with members of the multi-disciplinary team the use of verbal and written information skills regarding the issues of nurse-patient clinical encounter and mental capacity.

2. Leading and Managing Urology Care

The nurse shall be able to:	
2.1	Discuss the role different leadership styles can play in developing urological nursing.
2.2	Discuss the importance of understanding their own cultural identity and its impact on professional practice, in providing culturally safe care, recognising the potential for a power imbalance between the nurse and the recipient of care.
2.3	Discuss the importance of setting and maintaining standards of care in urological nursing.
2.4	Discuss the skills necessary to respond autonomously, and as a team member, to planned and unforeseen situations in urology care.
2.5	Discuss ways of using evidence to innovate and improving urology services within their local service.
2.6	Discuss the role of the nurse as a change agent.
2.7	Discuss the leadership role played by urology nurses in promoting quality improvement, person-centred care and urological service developments.
2.8	Discuss the skills necessary to be effective in conflict resolution.
2.9	Discuss available patient screening tools and learning aids and models to assist patient involvement in care and to screen for unmet patient needs.
2.10	Discuss the importance of empowerment in urological patient and family education and care.
2.11	Discuss the role of the urology nurse in promoting and achieving relevant United Nations [UN] Sustainable Development Goals.
2.12	Explain ways in which urology nurses can potentially seek to influence local healthcare policy and practice, especially in relation to patient advocacy, patient autonomy and mental capacity.
2.13	Discuss the potential impact that frailty and an ageing population could have on the provision of holistic and person-centred urological care.
Competencies: the nurse shall be able to	
C2.1	Evaluate care using findings to identify ways to improve people's experience, care outcomes and shape future services.
C2.2	Demonstrate professional self-awareness, discussing how their own values, culture, practices, principles and assumptions can affect their practice and that of others.
C2.3	Demonstrate a genuine commitment to their own personal and professional development and lifewide learning.
C2.4	Manage themselves and others effectively and appropriately with regard to their role development.
C2.5	Work with appropriate agencies and other healthcare professionals to promote integrated person-centred care.
C2.6	Work independently and in teams, to take the lead in coordinating, delegating and supervising care safely, managing risk and remaining accountable for the care given, as appropriate to their role.
C2.7	Support nursing students and other relevant professionals to develop their knowledge and professional competence in urology care.

3. Applying Evidence and Research in Urology Nursing

The nurse shall be able to:	
3.1	Explain the elements, role and importance of Evidence Based Practice [EBP] in urology care
3.2	Discuss how audit, service evaluation, quality improvement [QI], and research approaches can guide the development of a clinical practice project and discuss the key differences of each.
3.3.	Discuss the key parts of research and quality improvement methodologies
3.4	Explain the importance and role of ethics within the research process as it applies to urological nursing issues.
3.5	Discuss the knowledge, skills and tools needed to access and critically read research papers.
3.6	Discuss methods for integrating research evidence into clinical practice and the potential opportunities and challenges in doing so.
Competencies: the nurse shall be able to	
C3.1	Monitor and improve quality of nursing interventions in patient care by using service evaluation and improvements methods.
C3.2	Develop a guiding urological nursing question and use electronic databases to undertake a basic literature search.
C3.3	Locate and critique key sources of research and scholarly writing that can be used to underpin and develop urological EBP.
C3.4	Demonstrate the knowledge and skills necessary to conduct basic clinical audit.

4. Foundation Anatomy, Physiology and Pathophysiology in Urological Diseases and Disorders

The nurse shall be able to	
4.1	Describe the function and key controls of the structures of the genitourinary system.
4.2	Describe the principles of renal function in the production of urine, regulation of blood pressure, maintenance of electrolytes and in the development of renal calculi.
4.3	Discuss the epidemiology of common benign and cancerous urological conditions, the relevance in understanding the causes of urological disease and the association with disease, diagnosis and prevention.
4.4	Describe the pathophysiology of common benign and malignant urological disease processes.
4.5	Discuss the fundamental concepts of pharmacodynamics, pharmacokinetics and co-morbidity in the treatment of people with urological disorders and disease.
4.6	Describe the biological and structural consequences, and their potential complications, related to a range of treatments for urological disorders, including urinary diversion.
4.7	Identify and discuss patient-centred modifiable lifestyle factors, their influence on urological health, indicating how the urology nurse can promote positive health changes in individuals and communities.
4.8	Describe the fundamental processes involved in cancer development and proliferation within the genitourinary tract.
4.9	Explain the principles of differentiation, morphology and grading in urological cancer.
4.10	Discuss the concept of urosepsis and the proactive role of the nurse in preventing or treating and monitoring urosepsis.

5. Fundamental Issues in Benign Urology

The nurse shall be able to:	
5.1	Discuss how benign conditions can negatively affect normal function within the genitourinary tract.
5.2	Discuss the information necessary to carry out a systematic assessment of a person with a benign urological condition, explaining the reasons for each step.
5.3	Discuss the range of investigations used in the diagnosis and treatment of common benign urological conditions, commenting on the significance of the findings and their consequences.
5.4	Discuss available treatment modalities for the most common benign urological conditions and their potential patient care consequences.
5.5	Discuss the key elements of a nursing management plan for the provision of holistic, person-centred care for people with benign urological disorders.
5.6	Discuss the main side effects and complications associated with key treatments for benign urological disease commenting on their potential consequences for patient care.
5.7	Discuss the available nursing and medical urology care guidelines related to benign urological conditions.
5.8	Discuss available psychological support mechanisms that can be offered to patients to include, where appropriate, financial, sexual dysfunction, employment, social and quality of life issues for people with benign urological disorders.
5.9	Discuss 'red flag' complications in benign urological conditions and their management in a manner appropriate to their role.
5.10	Discuss the potential for benign urological conditions and their treatment to cause sexual dysfunction and describe appropriate nursing care responses.
Competencies: the nurse shall be able to	
C5.1	Perform and document a comprehensive health assessment at presentation, during treatment and throughout the urology patient's care journey utilising available professional guidelines
C5.2	Create a nursing management plan to manage identified benign symptoms and treatment side effects, ensuring the safety and wellbeing of the patient at all times.

6. Fundamental Issues in Urological Oncology

The nurse shall be able to	
6.1	Discuss cancer screening methods and early detection strategies.
6.2	Discuss a range of common urological oncology tests and investigations, including imaging.
6.3	Discuss the principles of holistic cancer management including the role of systemic therapy, surgery, radiation therapy, chemotherapy, immunotherapy, various hormonal therapies and active surveillance.
6.4	Describe the side-effects and complications associated with different cancer therapies and outline appropriate nursing management responses.
6.5	Discuss the practical care actions associated with cancer survivorship in urological cancer.
6.6	Discuss the key principles of cancer palliation outlining potential implications for people with urological cancer.
6.7	Discuss the available nursing and medical care guidelines related to urology cancers.
6.8	Discuss psychological support mechanisms that can be offered to patients with cancer to include financial, employment, social and quality of life issues.
6.9	Discuss the information necessary to conduct a systematic nursing assessment of a person with urological cancer using any agreed criteria, explaining the rationale of each step throughout the care journey.
6.10	Discuss the nursing role in managing cancer symptoms and treatment side-effects as part of the multi-disciplinary team.
6.11	Discuss common urological oncological emergencies, identifying the key evidence supporting nursing interventions for each.
6.12	Discuss potential hazards that can impact on safe and effective care delivery in urological cancer care and the role of the nurse in minimising and responding to such hazards.
6.13	Discuss the holistic supports that can be offered to patients with cancer.
6.14	Discuss the core concepts of coping, adjustment, loss, grief, quality of life, and living well for people who have urological cancer, commenting on how these impact patient wellness.
6.15	Discuss 'red flag' complications in urological cancers and their management in a manner appropriate to their role.
6.16	Discuss the importance of palliative care practices, including multi-disciplinary team referral, in the care of terminally ill patients.
6.17	Discuss the potential for oncological urological conditions and their treatment to cause sexual dysfunction and describe appropriate nursing care responses.
Competencies: the nurse shall be able to	
C6.1	Work with colleagues to consider how to develop and / or implement guidelines and pathways to support effective symptom management across the health, social care and voluntary sectors.
C6.2	Manage identified cancer symptoms and treatment side effects, outlining a nursing management plan to ensure the safety and wellbeing of the patient at all times.